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ABSTRACT

This catalog is intended as a reference for vocational educators who serve special needs populations. It contains descriptions of two types of resources: (1) organizations that provide products or services for special needs populations; and (2) materials appropriate for special needs students. The first section, which is arranged alphabetically, includes descriptions of such diverse types of organizations as advocacy groups, clearinghouses, libraries, professional associations, research and development centers, and rehabilitation research and training centers. The following information is provided for each organization: name, director, contact person, address and phone number, type of organization, subject terms indicating the organization's focus and services offered, and a brief annotation. An institutional title listing and subject index that is based on the Thesaurus of ERIC Descriptors is also provided. The second half of the catalog provides examples of recently developed materials announced in two online databases, ERIC and Vocational Education Curriculum Materials (VECM). The materials have been selected to illustrate the kinds of resources available. Also provided are information sheets describing each database and explaining how to access each one to obtain curriculum materials for special needs students. A subject index to the ERIC and VECM materials is also included. (MN)

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

SPECIAL NEEDS RESOURCES FOR VOCATIONAL EDUCATION

Compiled by

Shirley A. Chase

Ruth Gordon

The National Center for Research in Vocational Education
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1960 Kenny Road
Columbus, Ohio 43210-1090

1986

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FOREWORD

Vocational educators need access to the various resources that are available for serving special needs populations. Through an effort called the Vocational Education Special Needs Exchange, this catalog of resource organizations and materials was compiled to meet this need. The catalog is intended for vocational education administrators, curriculum developers, teachers, and counselors at secondary, postsecondary, and adult levels.

The National Center wishes to acknowledge the leadership provided by Dr. Robert E. Taylor, recently retired Executive Director. In addition, the National Center is indebted to the Vocational Education Special Needs Exchange staff for their work in identifying and compiling these resources: Dr. Wesley E. Budke, Senior Research Specialist, Dr. Shirley A. Chase, Research Specialist 2, Ruth Gordon, Program Associate, and Marjorie Dellinger, Typist.

We wish to thank the contact persons associated with the organizations for their help in supplying and verifying their profiles.

Critical reviews of the catalog were provided by Robert McKenney, Administrative Assistant, and Dr. Jay Smink, Senior Research Specialist.

Other National Center staff who contributed to the development of the catalog were Laurian Miguel, Program Assistant, Rita Horn, Clerical Specialist; and Tal Burkhart and Trent Jay, Student Assistants. Judy Balogh provided the final editorial review.

Chester K. Hansen
Acting Executive Director
National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

This catalog is intended as a reference for vocational education personnel who serve special needs populations. It contains two types of resources: organizations and materials.

The organizations include advocacy groups, clearinghouses, libraries, professional associations, research and development centers, and rehabilitation research and training centers.

The materials were selected from two online databases: Educational Resources Information Center (ERIC) and Vocational Education Curriculum Materials (VECM). They exemplify the kinds of materials developed for use in working with special needs students.

Readers are encouraged to contact organizations of interest for detailed information on their products and services and to use the ERIC and VECM databases for locating needed materials.

INTRODUCTION

Background

This catalog is a product of the Vocational Education Special Needs Exchange, an activity that began in January 1986 to support vocational education special needs program improvement. Major objectives of the Exchange are the following:

- o Develop and maintain a resource network of organizations that serve handicapped, disadvantaged, and limited English-proficient populations.
- o Disseminate information of interest to the vocational education community about the programs, products, and services offered by these organizations.
- o Encourage individuals and organizations to share their expertise and resources related to special needs.
- o Encourage announcement and use of special needs print and nonprint materials in the online databases ERIC and VECM.
- o Provide professional and leadership development opportunities for people who serve special needs populations.

As part of its dissemination effort, the Exchange offers an electronic newsletter available on ADVOCNET, an electronic communication network maintained by the National Center on Dialcom. Updated monthly, the newsletter announces upcoming professional meetings, conferences, and workshops; new products; current projects; exemplary programs; and other information of interest to vocational educators.

The catalog of organizations and materials will be updated annually. It is designed to identify resource organizations that can provide information or technical assistance and recently developed materials for special needs groups and program areas.

How to Use the Catalog

The catalog contains two types of resources: organizations that provide products or services for special needs populations

and materials appropriate for special needs students. The organizations included all agreed to be part of a resource network by completing a profile and submitting information about their products and services.

Section I includes organizations, arranged alphabetically and preceded by a title listing. They represent such diverse types as advocacy groups, clearinghouses, libraries, professional associations, research and development centers, and rehabilitation research and training centers. The information provided for each organization is as follows: organization name, director, contact person (if different from the director), address and telephone number, type of organization, subject terms (major descriptors) that indicate the focus of the organization, subject terms (minor descriptors) that generally denote the types of services offered, and a brief annotation. The subject terms were selected from the Thesaurus of ERIC Descriptors, 11th Edition.

A subject index provides access to the organizations. The subject index is composed of the major descriptors. Characteristics of special populations are indexed by the narrowest term that describes the condition. For example, organizations that serve deaf individuals have the ERIC descriptor "Deafness" and not "Disabilities". The numbers in the index refer to accession numbers of the organizations and not to page numbers.

Section II provides examples of recently developed materials announced in the online databases ERIC and Vocational Education Curriculum Materials (VECM). These materials were selected to illustrate the kinds of resources available. An information sheet describes each database and gives instruction for accessing the databases to obtain curriculum materials for special needs students. A subject index to the ERIC and VECM materials is included.

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Sample Profile

Accession Number	51
Organization Name	Materials Development Center (MDC)
Director	Paul A. Hoffman, Director
Contact Person	Ronald Fry
Address	University of Wisconsin - Stout Menomonie, WI 54751
Telephone	(715) 232-1342
Organization Type	College or University Affiliate, Information-Resources-Instructional Materials Center
Major Descriptors	Facilities, Information Dissemination, Job Placement, Material Development, Vocational Adjustment, Vocational Rehabilitation
Minor Descriptors	Information Services, Publications, Technical Assistance
Annotation	Serves vocational rehabilitation practioners and educators throughout the United States

ORGANIZATION PROFILES

1
ACCENT on Information (AOI)
Raymond C. Cheever, President
P.O. Box 700
Bloomington, IL 61702
(309) 378-2961
Database.
Adjustment to Environment, Assistive Devices, Databases, Information Dissemination, Information Systems, Physical Disabilities, Rehabilitation.
Information Services, Publications.
Contains aids, assistive devices, and how-to information in a computerized system.

2
ACLD, Inc., An Association for Children and Adults with Learning Disabilities
Jean Petersen, Executive Director
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515
Citizen-Parent Association, Professional Association.
Adults, Advocacy, Children, Information Services, Learning Disabilities, Parent Participation, Volunteers.
Conferences, International Organizations, Information Services, Newsletters, Publications.
Works to advance the education and general welfare of children of normal or potentially normal intelligence who have learning disabilities.

3
Adult Learning Association (ALA)
Chuck Herring, Director
HCR 81 G Street, NW
Waterville, WA 98858
(509) 745-8287
Association.
Adult Basic Education, Adult Students, Basic Skills, Learning Motivation, School Business Relationship.
Financial Support, Information Dissemination, Libraries, Periodicals, Publications.
Works to motivate developmental activity for high school dropouts and serves as liaison between business and education.

4
AFL-CIO Human Resources Development Institute (HRDI)
Michael G. McMillan, Executive Director
Laura Perlman, Information Specialist
815 16th Street, NW
Washington, DC 20006
(202) 638-3912
Clearinghouse.
Disabilities, Dislocated Workers, Economically Disadvantaged, Human Resources, Job Placement, Job Training, Unions, Vocational Rehabilitation.
Labor Force Development, Publications, Information Dissemination, Resource Materials, Technical Assistance, Training, Workshops.
Serves as a clearinghouse and employment and training center for activities funded under the Job Training Partnership Act and other programs.

5
AIM for the Handicapped, Inc.
Jo A. Geiger, Executive Director
Laura McGinnis, Director of Education
945 Danbury Road
Dayton, OH 45420
(513) 294-4611
Training Center.
Adults, Children, Disabilities, Movement Education, Workshops, Volunteers.
Offers specialized movement education for handicapped persons and trains educators and volunteers to use the program in their facilities.

6
Alexander Graham Bell Association for the Deaf (AGBAD)
Donna McCord Dickman, Executive Director
Susan Coffman
3417 Volta Place, NW
Washington, DC 20007
(202) 337-5220 (Voice and TTY)
Advocacy-Public Service.
Adults, Advocacy, Auditory Evaluation, Children, Deafness, Educational Opportunities, Hearing Aids, Hearing Impairments, Hearing Therapy.
Consultation Programs, Information Dissemination, Libraries, Meetings, Newsletters, Publications, Seminars, Workshops.

Offers two major service programs: Hearing Alert (to encourage early identification and remediation) and Children's Rights (to education).

7
American Association for Adult and Continuing Education
Judy Koloski, Executive Director
1201 16th Street, N.W.
Suite 230
Washington, DC 20036
(202) 822-7866
Foundation, Professional Association.
Adult Education, Adult Educators, Continuing Education.
Conferences, Journals, Newsletters, Publications, Seminars.
Includes program units on aging and adult learners with disabilities.

8
American Association on Mental Deficiency (AAMD)
Albert J. Berkowitz, Executive Director
1719 Kalorama Road, NW
Washington, DC 20009
(202) 387-1968
Professional Association.
Handicap Identification, Health Services, Legal Problems, Mental Retardation, Public Policy, Special Education, Vocational Education.
Conferences, Publications, Minicourses, Tests.
Serves the mentally retarded and the individuals who work with them.

9
American Council of the Blind-National Alliance of Blind Students (ACB-NABS)
Oral C. Miller
Laura Oftedahl
1010 Vermont Avenue, NW
Suite 1100
Washington, DC 20005
(202) 393-3666
Advocacy-Public Service.
Adult Programs, Adults, Deaf Blind, Normalization (Handicapped), Rehabilitation, Research and Development, Scholarships, Sensory Aids, Services.
Consultation Programs, Meetings, Newsletters, Publications, Technical Assistance, Workshops.
Addresses a wide range of legislative and service concerns such as education, rehabilitation, employment, health care, and legal assistance.

10
American Council on Rural Special Education (ACRES)
Doris Helge, Executive Director
National Rural Development Institute
Western Washington University
Bellingham, WA 98225
(206) 676-3576
College or University Affiliate.
Advocacy, Delivery Systems, Disabilities, Educational Opportunities, Employment Services, Rural Education, Special Education.
Conferences, Electronic Networks, Newsletters, Parent Participation, Resources.
Works to improve services for rural individuals with disabilities.

11
American Deafness and Rehabilitation Association (ADARA)
Steve Sligar, President
814 Thayer Avenue
Silver Spring, MD 20910
(301) 589-0880 (Voice and TDD)
Professional Association.
Deafness, Professional Development, Professional Personnel, Rehabilitation.
Conferences, Meetings, Newsletters, Periodicals, Publications, Referral, Seminars, Workshops.
Works to enhance rehabilitation services to persons with hearing impairments.

12
American Foundation for the Blind, Inc. (AFB)
William F. Gallagher, Executive Director
Carolyne Bowers, Director of Public Relations
15 West 16th Street
New York, NY 10011
(212) 620-2000
Clearinghouse, Foundation.
Blindness, Consultation Programs, Information Dissemination, Libraries, Low Vision Aids, Rehabilitation, Visual Impairments.
Conferences, Newsletters, Publications, Research and Development.
Offers consultation services on a wide range of topics to strengthen services to blind persons.

13
American Language Academy (ALA)
Stanley F. Pickett, President
Charles H. Matterson
11426 Rockville Pike
Suite 200

Rockville, MD 20852
(301) 984-3400
Academy.
English (Second Language), English Instruction, Higher Education, Limited English Speaking, Second Language Instruction.
Consultation Programs, Material Development, Newsletters, Workshops.
Serves international students and business people worldwide; is affiliated with Teachers of English to Speakers of Other Languages and other groups.

14
American Occupational Therapy Association (AOTA)
James J. Garibaldi, Executive Director
Sarah D. Hertfelder, Practice Specialist
1383 Piccard Drive
P.O. Box 1725
Rockville, MD 20850-4375
(301) 948-9626
Professional Association.
Accrediting Agencies, Certification, Occupational Therapists, Occupational Therapy, Professional Development, Public Relations.
Bibliographies, Conferences, Information Services, Journals, Meetings, Newsletters, Publications, Seminars, Workshops.
Ensures quality services, promotes professional development of members, and improves consumer access to health care services.

15
American Optometric Association
O. Gordon Banks, Executive Director
Duane Atteberry, Director Optometric Services Center
243 North Lindbergh Boulevard
Saint Louis, MO 63141
(314) 991-4100
Professional Association.
Accreditation (Institutions), Health Education, Optometrists, Vision.
Conferences, Information Services, Newsletters, Periodicals, Referral.
Represents the profession of optometry and works to improve the vision care and health of the public.

16
American Physical Therapy Association (APTA)
Eugene Michels, Acting Executive Director
Phyllis Quinn, Coordinator
1111 North Fairfax Street
Alexandria, VA 22314
(703) 684-2782
Professional Association.
Accreditation, Certification, Developmental Disabilities, Physical Disabilities, Physical Therapists, Physical Therapy, Rehabilitation.
Bibliographies, Conferences, Electronic Bulletin Board-Electronic Network, Information Services, Publications, Referral, Workshops.
Serves physical therapists, disabled persons, parents, and teachers, and fosters the improvement of physical therapy services and education.

17
American Society for Deaf Children (ASDC)
Ron Wudarsky, Development Director
Millie Maisel, Administrative Assistant
814 Thayer Avenue
Silver Spring, MD 20910
(301) 585-5400 (Voice and TDD)
Citizen-Parent Association, Information-Resource-Instructional Materials Center.
Advocacy, Children, Deafness, Family Involvement, Hearing Impairments, Information Services, Networks, Referral.
Bibliographies, Conferences, Newsletters, Publications, Referral, Research and Development, Seminars, Workshops, Technical Assistance.
Provides information and support to parents and families with children who are deaf or hard of hearing.

18
Appalachia Educational Laboratory, Inc. (AEL)
Terry L. Eidell, Executive Director
Betty Harris James (rural), Jack Sanders (urban)
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325
(304) 347-0400 or (800) 624-9120
College or University Affiliate, Regional Educational Laboratory.
Educational Improvement, Networks, Regional Laboratories, Research and Development, Rural Education, Urban Education.
Conferences, Information Services, Meetings, Publications, Technical Assistance.
Includes projects to operate regional networks for rural education and urban education.

19
Arkansas Rehabilitation Research and Training Center on Vocational Rehabilitation
Vernon L. Glenn, Director
346 North West Street
University of Arkansas

Fayetteville, AR 72701
(501) 575-3656
Rehabilitation Research and Training Center.
Disabilities, Employment Potential, Research and Development Centers, Severe Disabilities, Training, Vocational Rehabilitation.
Conferences, Consultation Programs, Meetings, Periodicals, Publications, Seminars, Technical Assistance, Workshops.
Maintains cooperative agreements with National Institute of Handicapped Research, University of Arkansas, and state rehabilitation services.

20
Association for Community Based Education (ACBE)
C. P. Zachariadis, Executive Director
Joan Eads
1806 Vernon Street, NW
Washington, DC 20009
(202) 462-6333
Clearinghouse.
Clearinghouses, Disabilities, Community Education, Minority Groups, Nontraditional Students, Postsecondary Education.
Conferences, Directories, Meetings, National Organizations, Newsletters, Publications, Technical Assistance, Workshops.
Represents institutions that are community based and controlled.

21
Association of Community Organizations for Reform Now (ACORN)
Wade Rathke, Chief Organizer
Nina Schulman
401 Howard Avenue
New Orleans, LA 70130
(504) 523-1691
Advocacy-Public Service.
Advocacy, Community Organizations, Economically Disadvantaged, Equal Protection, Low Income Groups, Social Action, Social Change.
Consultation Programs, National Organizations, Technical Assistance.
Works to advance the interest of low- and moderate-income families.

22
Association of Mental Health Administrators
Weir Richard Kirk, Executive Director
Suite 1103W
840 N. Lake Shore Drive
Chicago, IL 60611
(312) 943-2751
Professional Association.
Administrators, Certification, Developmental Disabilities, Mental Disorders, Mental Health, Mental Retardation.
Conferences, Meetings, Newsletters, Periodicals, Seminars, Workshops.
Promotes excellence in administrative practice, fosters the professional growth of membership, and educates the general public.

23
Association of Radio Reading Services, Incorporated (ARRS)
Bernard Posner, National Director
Nedra I. Harkavy, Deputy National Director
1133 20th Street, NW
Suite 250
Washington, DC 20036
(202) 659-5669
Network.
Blindness, Information Networks, Low Vision Aids, Program Development, Programming (Broadcast), Radio, Reading Materials, Visual Impairments.
Conferences, Consultation Programs, Newsletters, Production Techniques, Publications, Reading Difficulties, Technical Assistance, Workshops.
Establishes and operates radio reading services for blind and other handicapped persons.

24
Autism Services Center
Ruth Christ Sullivan, Director
Douglass Education Building
10th Avenue and Bruce Street
Huntington, WV 25701
(304) 525-8014
Advocacy-Public Service, Consulting Service.
Adults, Advocacy, Autism, Consultation Programs, Information Services, Referral.
Conferences, Technical Assistance, Training.
Provides consultation, training, advocacy, and information to those persons charged with the welfare and care of autistic persons.

25
Bilingual Vocational Education Project (BVEP)
Jeanne Lopez-Valadez, Director
500 South Dwyer Street
Arlington Heights, IL 60005
(312) 870-4150
Information-Resource-Instructional Materials Center.
Bilingual Education, Career Education, Limited English Speaking, Information Services, Material Development, Vocational Education.
Bibliographies, Consultation Programs, Guides,

Inservice Education, Library Services, Program Evaluation, Technical Assistance.
Responds to requests nationwide as a project of the Northwest Educational Cooperative.

26
Carroll Center for the Blind
Rachel Ethier Rosenbaum, Executive Director
770 Centre Street
Newton Centre, MA 02158-2597
(617) 969-6200
Service Organization.
Assistive Devices, Blindness, Information Services, Microcomputers, Rehabilitation, Visual Impairments.
Conferences, Publications, Referral, Seminars, Workshops.
Provides rehabilitation (for newly blind adults), computer access training, and recreational services.

27
Center for Applied Linguistics (CAL)
G. Richard Tucker, Director
1118 22nd Street, NW
Washington, DC 20037
(202) 429-9292
Research and Development Center.
Applied Linguistics, English (Second Language), Information Services, Instructional Improvement, Research, Second Language Instruction, Refugees.
Bibliographies, Conferences, Evaluation, Guides, Libraries, Newsletters, Program Development, Publications, Technical Assistance, Training.
Operates the ERIC Clearinghouse on Languages and Linguistics, the Refugee Service Center, and part of the Center on Language Education and Research.

28
Center for Cognitive Studies (CCS)
Charles A. Letteri, Director
536 Waterman Building
University of Vermont
Burlington, VT 05401
(802) 656-3356
Research and Development Center.
Adults, Children, Cognitive Processes, Educational Diagnosis, Learning Disabilities, Research and Development, Special Education.
Consultation Programs, Diagnostic Tests, Instructional Materials, Internships, Publications, Technical Assistance, Workshops.
Conducts research into cognitive factors associated with learning and personality problems of learners.

29
Center for Rural Education and Small Schools
Jerry Horn, Director
Fran Parmley, Assistant Director
2018 Bluemont Hall
Kansas State University
Manhattan, KS 66506
(913) 532-5886
College or University Affiliate
Research and Development Center.
Advocacy, Delivery Systems, Information Dissemination, Research and Development Centers, Rural Education, Small Schools.
Conferences, Consultation Programs, Meetings, Newsletters, Publications, Seminars, Workshops.
Serves Kansas schools and educators in rural areas and others interested in rural issue.

30
Center for Social Policy and Practice in the Workplace
Sheila Akabas, Director
Columbia University School of Social Work
622 West 113th Street
New York, NY 10025
(212) 280-5173
College or University Affiliate
Research and Development Centers.
Delivery Systems, Employees, Mental Health, Rehabilitation, Research and Development Center, Social Services.
Bibliographies, Consultation Programs, Information Services, Newsletters, Publications, Seminars, Technical Assistance, Workshops.
Conducts research, training and projects concerned with the design and delivery of social, mental health, and rehabilitation services for workers.

31
Center for Vocational Personnel Preparation
Thomas O'Brien
Eleanor Bicanich
Reschini House
Indiana University of Pennsylvania
Indiana, PA 15705
(412) 357-4434
College or University Affiliate.
Disabilities, Disadvantaged, Inservice Teacher Education, Professional Development, Vocational Education Teachers.
Conferences, Consultation Programs, Newsletters, Seminars, Technical Assistance, Workshops.
Publishes the Mainstream, a newsletter for vocational education special needs, and conducts inservice activities within the state.

32
Chicano Studies Research Center (CSRC)
David Hayes-Bautista, Acting Director
3121 Campbell Hall
University of California at Los Angeles
Los Angeles, CA 90024
(213) 825-2363
College or University Affiliate, Research and Development Center.
Interdisciplinary Approach, Mexican American Education, Mexican Americans, Research.
Bibliographies, Conferences, Newsletters, Publications, Resource Materials, Technical Assistance.
Focuses on Latino social policies: Latino health policy, Latino educational policy and Latina womens policy..

33
Clearinghouse on Adult Education,
Office of Vocational and Adult Education
Karl O. Haigler, Acting Director, Division of Adult Education
Patricia A. Lang, Education Program Specialist
Room 522, Reporters Building
400 Maryland Ave, SW
Washington, DC 20202-6515
(202) 732-2396
Clearinghouse, Federal Agency.
Adults, Adult Education, Adult Literacy, Clearinghouses, Disabilities, Federal Programs, Information Services, Limited English Speaking.
Bibliographies, Information Dissemination, Publications, Referral.
Links the adult education community with existing resources in adult education; includes special needs populations as a topical area.

34
Closing The Gap
Dolores Hagen, Publisher
Michael Gergen, Managing Editor
P.O. Box 68
Henderson, MN 56044
(612) 665-6573
Information-Resource-Instructional Materials Center, Publisher.
Disabilities, Information Services, Microcomputers, Publications, Referral, Resources, Rehabilitation, Special Education.
Bibliographies, Books, Consultation Programs, Directories, Newspapers, Seminars Workshops.
Provides information on how microcomputer technology can be used to "close the gap" for persons with disabilities.

35
Council for Exceptional Children (CEC)
Jeptha V. Greer, Executive Director
Program Director, Public Information
1920 Association Drive
Reston, VA 22091
(703) 620-3660
Professional Association.
Delivery Systems, Disabilities, Exceptional Persons, Special Education.
Advocacy, Conferences, Information Dissemination, Publications, Technical Assistance, Training, Workshops.
Has 13 divisions; offers a Technical Assistance Program and a nationwide Political Action Network.

36
Council for Learning Disabilities (CLD)
Kirsten McBride, Executive Secretary
P.O. Box 40303
Overland Park, KS 66204
(913) 492-3840
Professional Association.
Exceptional Child Research, Learning Disabilities, Program Improvement, Special Education, Teacher Education Programs.
Conferences, Newsletters, Publications.
Works to improve teacher preparation programs and local special education programs and to resolve major research issues.

37
Council of Citizens with Low Vision (CCLV)
Elizabeth M. Lennon
1315 Greenwood Avenue
Kalamazoo, MI 49007
(616) 381-9566
Advocacy-Public Service.
Advocacy, Low Vision Aids, Outreach Programs, Partial Vision, Services, Visual Impairments.
Conferences, Consultation Programs, Meetings, Newsletters.
Serves persons with low vision, their families, and professionals throughout the United States and foreign countries.

38
Council of State Administrators of Vocational Rehabilitation (CSAVR)
Joseph H. Owens, Executive Director
1055 Thomas Jefferson Street, NW
Suite 401
Washington, DC 20007
(202) 638-4634
Professional Association.

Administrators, Agency Role, Disabilities, Rehabilitation Programs, State Agencies, Federal State Relationship, Vocational Rehabilitation.
Consultation Programs, Information Services, Meetings, Newsletters, Seminars, Technical Assistance.
Serves state rehabilitation agencies in the United States and Territories.

39
Cystic Fibrosis Foundation (CFF)
Robert K. Dresing, President
Nancy W. Thurmond, Consumer Affairs Coordinator
6000 Executive Boulevard
Suite 510
Rockville, MD 20852
(301) 881-9130
Foundation.
Cystic Fibrosis, Financial Support,.
Conferences, Information Services, Publications, Meetings, Referral, Seminars.
Raises funds for research to find a cure or control for cystic fibrosis.

40
Deaf Communications Institute (DCI)
Alfred Merotto, Chairman
Brenda Monene
P.O. Box 247
Fayville, MA 01745
(617) 872-9406 (Voice and TDD)
Network.
Deafness, Electronic Networks, Hearing Impairments, Telecommunications.
Consultation Programs, Research, Technical Assistance, Volunteers.
Administers DCI Deafnet, an electronic network for communication of the hearing impaired and schools and organizations working with them.

41
Deafpride, Inc.
Ann Champ-Wilson, Executive Director
Kathy Jankowski
2010 Rhode Island Avenue, NE
Washington, DC 20018
(202) 635-2050 (Voice and TTY)
Advocacy-Public Service.
Advocacy, Deafness, Deaf Interpreting, Family Life, Information Services, Outreach Programs, Referral, Sign Language.
Inservice Education, New Media, Newsletters, Technical Assistance, Workshops.
Serves individuals and agencies interested in working with deaf persons, their families, and organizations.

42
ERIC Clearinghouse on Adult, Career, and Vocational Education
Juliet V. Miller, Director
Judy Wagner, User Services Coordinator
The National Center for Research in Vocational Ed.
1960 Kenny Road
Columbus, OH 43210
(800) 848-4815 or (614) 486-3655 in AK, HI, OH
Clearinghouse.
Adult Education, Career Education, Clearinghouses, Databases, Educational Resources, Information Processing, Vocational Education.
Bibliographies, Information Services, Publications.
Identifies, acquires, selects, and processes documents and journal articles for the ERIC system that include special needs materials.

43
ERIC Clearinghouse on Handicapped and Gifted Children
Donald K. Erickson, Director
Jean Nazzaro, Director Marketing
1920 Association Drive
Reston, VA 22091
(703) 620-3660
Clearinghouse.
Clearinghouses, Databases, Disabilities, Educational Resources, Information Dissemination, Information Processing, Special Education.
Bibliographies, Information Services, Newsletters, Publications.
Identifies, acquires, selects, and processes documents and journal articles for the ERIC system.

44
ERIC Clearinghouse on Languages and Linguistics
Charles Stansfield, Director
Laura Wenzel, User Services Coordinator
1118 22nd Street, NW
Washington, DC 20037
(202) 429-9551
Clearinghouse.
Applied Linguistics, Clearinghouses, Databases, English (Second Language), Information Services, Languages, Linguistics, Refugee Education.
Bibliographies, Information Dissemination, Information Processing, Newsletters, Publications, Workshops.
Identifies, acquires, selects, and processes documents and journal articles for the ERIC system.

45
ERIC Clearinghouse on Rural Education and Small Schools (ERIC-CRESS)
Jack T. Cole, Director
New Mexico State University
Box 3AP
Las Cruces, NM 88003
(505) 646-2623
Clearinghouse.
Clearinghouses, Databases, Information Processing, Migrant Education, Minority Groups, Rural Education, Small Schools.
Bibliographies, Information Services, Publications, Workshops.
Identifies, acquires, selects, and processes documents and journal articles for the ERIC system.

46
ERIC Clearinghouse on Urban Education
Institute for Urban and Minority Education
Erwin Flaxman, Director
Anane Olatunji, Senior Information Specialist
Box 40, Teachers College, Columbia University
525 West 120th Street
New York, NY 10027
(212) 678-3433
Clearinghouse.
Clearinghouses, Databases, Disadvantaged, Ethnic Groups, Information Dissemination, Information Processing, Minority Groups, Urban Education.
Bibliographies, Information Services, Newsletters Publications.
Identifies, acquires, selects, and processes documents and journal articles for the ERIC system..

47
Far West Laboratory for Educational Research and Development (FWL)
William G. Spady, Executive Director
1855 Folsom Street
San Francisco, CA 94103
(415) 565-3000 /3125/3115
Regional Educational Laboratory.
Educational Improvement, High Risk Students, Minority Groups, Research and Development, Regional Laboratories, Rural Education.
Conferences, Information Services, Meetings, Publications, Technical Assistance.
Includes projects serving high risk youth, minority groups, and rural education.

48
Fellendorf Associates, Inc. (FAI)
George W. Fellendorf, President
1300 Ruppert Road
Silver Spring, MD 20903
(301) 593-1636
Consulting Service.
Consultation Programs, Disabilities, Technical Assistance.
Publications.
Provides consulting services to state and local governments, business, and consumer organizations.

49
Foundation for Children with Learning Disabilities (FCLD)
Arlyn Gardner, Executive Director
Julie Gilligan, Director of Public Relations and Program Editor
99 Park Avenue
New York, NY 10016
(212) 687-7211
Foundation.
Children, Financial Support, Grants, Learning Disabilities, Public Relations.
Guides, Periodicals, Resources.
Raises funds and gives grants for model programs assisting learning disabled children and increases public awareness.

50
Foundation for Exceptional Children
Robert L. Silber, Executive Director
1920 Association Drive
Reston, VA 22091
(703) 620-3660
Foundation.
Children, Educational Needs, Disabilities, Exceptional Persons, Gifted, Normalization (Handicapped).
Newsletters, Publications, Technical Assistance.
Works to ensure the educational, social, and personal rights of handicapped and gifted children.

51
George Washington University Medical Center
Rehabilitation Research and Training Center of the Department of Psychiatry and Behavioral Sciences
David Reiss, Director
Donald W. Daw, Associate Director for Training
Suite 714, Ross Hall
2300 Eye Street, NW
Washington, DC 20037
(202) 676-3801

Rehabilitation Research and Training Center.
Attitudes, Disabilities, Psychosocial Environment, Research and Development Centers, Research Utilization, Rehabilitation, Training.
Conferences, Information Services, Meetings, Newsletters, Nonprint Media, Publications, Referral, Technical Assistance, Workshops.
Conducts research on the psychosocial aspects affecting disabled persons.

52
Georgetown University Bilingual Education Service Center
Ramon L. Santiago, Project Director
2139 Wisconsin Avenue, NW
Suite 100
Washington, DC 20007
(202) 625-3540
College or University Affiliate, Educational Service Center.
Bilingual Education, Education Service Centers, English (Second Language), Limited English Speaking, Minority Groups, Vocational Education.
Conferences, Consultation Programs, Information Services, Reference Materials, Referral, Technical Assistance, Training, Workshops.
Gathers information on bilingual vocational education; provides services for the education of minority language groups within its region.

53
Goodwill Industries of America, Inc. (GIA)
David M. Cooney, President and Chief Executive Officer
Richard S. Gibson, Director, Corporate Services
9200 Wisconsin Avenue,
Bethesda, MD 20814
(301) 530-6500
Nonprofit Membership Organization.
Disabilities, Job Placement, Job Training, Vocational Evaluation, Vocational Rehabilitation.
Conferences, Consulation Programs, Information Services, Meetings, Newsletters, Publications, Seminars, Technical Assistance, Workshops.
Offers leadership and services to autonomous members providing vocational evaluation, training, and employment and job placement services.

54
HEATH Resource Center (HEATH-Higher Education and the Handicapped)
Rhona C. Hartman, Director
Mona Hippolitus, Assistant Director
One Dupont Circle
Washington, DC 20036
(202) 939-9320 or (800) 544-3284 Voice and TDD
Clearinghouse.
Accessibility for Disabled, Clearinghouses, College Students, Disabilities, Information Dissemination, Postsecondary Education, Resources.
Consultation Services, Educational Opportunities, Libraries, Newsletters, Publications, Technical Assistance.
Provides information on support services, current practices, and exemplary programs.

55
Helen Keller National Center for Deaf-Blind Youth and Adults
Martin A. Adler, Director
Barbara Hausman, Assistant Director of Community Education
111 Middle Neck Road
Sands Point, NY 11050
(516) 944-8900 (Voice and TDD)
Rehabilitation Training Center.
Adults, Deaf Blind, Job Placement, Job Skills, Parent Participation, Professional Training, Rehabilitation Centers, Vocational Rehabilitation.
Consultation Programs, Publications, Seminars, Technical Assistance, Workshops.
Provides skilled support services and training opportunities so that deaf-blind persons can return to their communities with new skills.

56
Human Resources Center (HRC)
Edwin W. Martin
Ruth A. Vellemen, Library Director
I.U. Willets Road
Albertson, NY 11507
(516) 747-5400
Research and Development Center.
Job Placement, Job Training, Physical Disabilities, Rehabilitation, Severe Disabilities, Special Education, Vocational Rehabilitation.
Information Dissemination, Information Services, Publications, Research, Technical Assistance, Training.
Includes Abilities, Inc., Rehabilitation Services Division, Human Resources School, and the Research and Training Institute.

57
Independent Living Research Utilization Program (ILRU)
Marcus Fuhrer, Director
P.O. Box 20095

Houston, TX 77225
(713) 787-0200
Information-Resource-Instructional Materials Center.
Daily Living Skills, Deinstitutionalization of Disabled, Disabilities, Group Homes, Normalization (Handicapped), Training, Technical Assistance.
Conferences, Consultation Programs, Newsletters, Publications, Resource Materials.
Serves as a national center for information, training, and technical assistance for independent living.

58
Intercultural Development Research Association (IDRA)
Jose A. Cardenas, Executive Director
5835 Callaghan Road
Suite 350
San Antonio, TX 78228
(512) 684-8180
Research and Development Center.
Bilingual Education, Disadvantaged Youth, Educationally Disadvantaged, Equal Education, Minority Group Children, Research and Development.
Bibliographies, Consultation Programs, Evaluation, Information Services, Newsletters, Publications, Seminars, Technical Assistance, Workshops.
Serves school districts and educational institutions throughout the United States.

59
Interface Consultants, Inc.
Esther Puentes, Project Director
7080 S.W. Fir Loop
Suite 200
Portland, OR 97223
(503) 684-0514
Educational Service Center.
Bilingual Education, Desegregation, Education Service Centers, Limited English Speaking, Minority Groups, Networks.
Conferences, Consultation Programs, Curriculum Development, Information Services, Research, Technical Assistance, Training, Workshops.
Operates the Interface Education Network to serve minority language groups and the Interface Center for Equity, a race desegregation assistance center.

60
International Center for Industry, Labor and Rehabilitation
Donald E. Shrey, Associate Director
P.O. Box 714
Dublin, OH 43017
(614) 889-0781
Rehabilitation Research and Training Center.
Disabilities, Disability Management, Education Work Relationship, Research and Development, Training, Vocational Rehabilitation.
Conferences, Consultation Programs, Publications, Seminars, Technical Assistance, Workshops.
Provides education, training, and research linkages among industry, rehabilitation, special education, and community health care.

61
International Council for Computers in Education (ICCE)
David Moursund, President
University of Oregon
1787 Agate Street
Eugene, OR 97403-1923
(503) 686-4414
Professional Association.
Computers, Computer Software, Educational Innovation, Educational Technology, Special Education, Teachers.
Periodicals, Publications, Electronic Mail, International organizations.
Includes a special interest group for educators and parents involved in education of special needs students.

62
Job Accommodation Network (JAN)
Barbara Judy, Operations Manager
West Virginia University
P.O. Box 6122
Morgantown, WV 26506-6122
(800) 526-7234 (outside WV) (800) 526-4698 (in WV)
Consulting Service,
Information-Resource-Instructional Material Center.
Consultation Programs, Disabilities, Employment Opportunities, Information Services, Job Accomodation, Networks, Vocational Adjustment.
Newsletters, Publications, Referral.
Provides individualized accommodation solutions to employers.

63
Job Opportunities for the Blind (JOB)
Duane Gerstenberger, Director
1800 Johnson Street
Baltimore, MD 21230
(301) 659-9314
Advocacy-Public service.
Blindness, Deaf Blind, Employer Attitudes, Employment Opportunities, Job Applicants, Referral, Volunteers.

Seminars, Workshops.
Offers listing and referral service for blind job applicants; is operated by the National Federation of the Blind and U.S. Dept. of Labor.

64
LINC Resources, Inc.
Victor E. Fuchs, Director
Chuck Lynd, Director, Information Services
3857 North High Street
Columbus, OH 43214
(614) 263-5462
Clearinghouse.
Clearinghouses, Courseware, Educational Media, Information Dissemination, Information Services, Marketing, Microcomputers, Special Education.
Directories, Newsletters, Publications.
Assists others to market educational products; provides a wide range of information services on special education, including software.

65
Literacy Volunteers of America, Inc. (LVA)
Jinx Crouch, Executive Director
Karen Gaughan
404 Oak Street
Syracuse, NY 13203
(315) 474-7039
Advocacy-Public Service, Network.
Adult Literacy, English (Second Language), Functional Literacy, Illiteracy, Limited English Speaking, Literacy Education, Voluntary Agencies.
Bibliographies, Consultation Programs, Instructional Materials, Meetings, Newsletters, Publications, Technical Assistance, Workshops.
Serves adult illiterates and persons who speak English as a second language.

66
Mainstream, Inc.
Lawrence C. Pencak, Executive Director
Fritz Rumpel, Editor
1200 15th Street, NW
Washington, DC 20005
(202) 833-1162 (Voice and TDD)
Information-Resource-Instructional Materials Center.
Compliance (Legal), Disabilities, Employment Opportunities, Information Dissemination, Information Services, Job Placement.
Conferences, Newsletters, Publications.
Serves as an information center and operates Link, a job placement program, in Washington, DC, and Dallas.

67
Materials Development Center (MDC)
Paul R. Hoffman, Director
Ronald Fry
University of Wisconsin - Stout
Menomonie, WI 54751
(715) 232-1342
College or University Affiliate, Information-Resource-Instructional Materials Center.
Facilities, Information Dissemination, Job Placement, Material Development, Vocational Adjustment, Vocational Rehabilitation.
Information Services, Publications, Technical Assistance.
Serves vocational rehabilitation practioners and educators throughout the United States.

68
Mid-Continent Regional Educational Laboratory (McREL)
Larry Hutchins, Executive Director
Suite 201
12500 East Iliff
Aurora, CO 80014
(303) 337-0990
4709 Belleview Avenue
Kansas City, MO 64112
(816) 756-2401
Regional Educational Laboratory.
Educational Improvement, High Risk Students, Networks, Regional Laboratories, Research and Development, Rural Education, Urban Education.
Conferences, Information Services, Meetings, Publications, Technical Assistance.
Includes projects that address high risk youth and operation of rural, urban, and sex equity networks.

69
Missouri LINC
University of Missouri-Columbia
Lynda West, Director
609 Maryland Avenue
Columbia, MO 65211
(314) 882-2713
College or University Affiliate, Information-Resource-Instructional Materials Center.
Assistive Devices, Disabilities, Information Services, Referral, Secondary Education, Special Education, State Programs, Vocational Education.
Conferences, Consultation Programs, Electronic Networks, Inservice Teacher Education, Newsletters, Publications, Research, Workshops.
Provides resources, information, and technical assistance to Missouri educators working with secondary vocational special needs students.

70
Muscular Dystrophy Association (MDA)
Robert Ross, Executive Director
810 7th Avenue
New York, NY 10019
(212) 586-0808
Voluntary Health Agency.
Clinical Diagnosis, Community Health Services, Financial Support, Grants, Muscular Distrophy, Public Support, Rehabilitation, Voluntary Agencies.
Conferences, Meetings.
Fosters research and patient care as a voluntary health agency.

71
National Adult Education Clearinghouse
Frances M. Spinelli
Center for Continuing Education
Montclair State College
Upper Montclair, NJ 07043
(201) 893-4353
Clearinghouse, College or University Affiliate.
Adult Education, Clearinghouses, Continuing Education, Information Dissemination, Information Services, Libraries, Referral.
Consultation Programs, Newsletters, Technical Assistance.
Disseminates up-to-date information on adult and continuing education and facilitates networking.

72
National Alliance for the Mentally Ill
Laurie M. Flynn, Executive Director
Patricia Brady, Legislative Assistant
1901 N. Fort Myer Drive
Suite 500
Arlington, VA 22209
(703) 524-7600
Advocacy-Public Service, Network.
Advocacy, Family Involvement, Mental Disorders, Networks, Self Help Programs, Voluntary Agencies.
Conferences, Information Services, Meetings, Newsletters, Publications, Referral, Seminars, Technical Assistance, Workshops.
Serves as an advocacy and support network for consumers of mental health services and their families; includes 800 U.S. affiliates.

73
National Alliance of Business (NAB)
William H. Kolberg, President
Virginia E. Wertman
1015 15th Street, NW
Washington, DC 20005
(202) 289-2910
Clearinghouse.
Business, Clearinghouses, Economically Disadvantaged, Employment Opportunities, Job Training, Unemployment, Youth Employment.
Conferences, Consultation Programs, Databases, Information Dissemination, Information Services, Newsletters, Periodicals, Seminars.
Encourages private business to provide jobs and training for economically disadvantaged persons.

74
National Association for Bilingual Education (NABE)
Carolyn Riddick, Office Manager
1201 16th Street, NW
Suite 407
Washington, DC 20036
(202) 822-7870
Professional Association.
Bilingual Education, Preschool Education, Elementary Secondary Education.
Conferences, Newsletters, Periodicals, Publications.
Serves school districts in its 32 state affiliates; has a vocational education special interest group.

75
National Association for Hearing and Speech Action (NAHSA)
Frederick T. Spahr, Executive Director
10801 Rockville Pike
Rockville, MD 20852
(301) 897-8682
Advocacy-Public Service.
Advocacy, Communication Disorders, Deafness, Hearing Impairments, Information Services, Language Handicaps, Speech Handicaps.
Lobbying, Meetings, Newsletters, Publications, Workshops.
Advocates the rights of persons with hearing, speech, and language problems.

76
National Association for Industry-Education Cooperation (NAIEC)
Donald Clark, President and Chief Executive Officer
235 Hendricks Blvd.
Buffalo, NY 14226
(716) 834-7047
Clearinghouse, Professional Association.
Agency Cooperation, Clearinghouses, Education Work Relationship, Employment Potential, Information Services, School Business Relationship.

Conferences, Consultation Programs, Meetings, Newsletters, Publications, Referral, Research and Development, Technical Assistance, Workshops.
Fosters industry-education joint efforts in school improvement and education's role in economic development at the local and state levels.

77
National Association for Visually Handicapped (NAVH)
Lorraine Marchi, Executive Director
22 West 21st Street, Sixth Floor
New York, NY 10010
(212) 889-3141
Clearinghouse, Information-Resource-Instructional Materials Center.
Counseling Services, Information Dissemination, Mobility, Outreach Programs, Partial Vision, Visual Impairments.
Community Information Services, Discussion Groups, International Organizations, Newsletters, Publications, Referral, Resource Materials.
Provides counseling, guidance, information, and referral services to partially sighted (not blind) persons of all ages.

78
National Association of Federal Education Program Administration (NAFEPA)
Stanley J. McFarland, Executive Secretary
1801 North Moore Street
Arlington, VA 22209
(703) 528-0700
Professional Association.
Educational Administration, Educational Finance, Educational Policy, Federal Programs, Special Education, State Aid, State Federal Aid.
Consultation Programs, Meetings, Publications, Seminars, Workshops.
Serves federal education program administrators in public and nonpublic schools, intermediate school districts, and State departments of education.

79
National Association of Private Schools for Exceptional Children (NAPSEC)
Susan B. Nelson, Executive Director
2021 K Street, NW
Suite 315
Washington, DC 20006
(202) 296-1800
Coalition-Cooperative-Consortium.
Disabilities, Exceptional Persons, Lobbying, Private Schools, Special Education.
Directories, Information Services, Newsletters, Publications.
Promotes cooperation and information sharing among members and provides an information service for parents of exceptional children.

80
National Association of Rehabilitation Facilities (NARF)
John A. Doyle, Executive Director
P.O. Box 17675
Washington, DC 20041
(703) 556-8848
Trade Association.
Disabilities, Employment Opportunities, Facilities, Job Placement, National Programs, Rehabilitation, Vocational Rehabilitation.
Conferences, Information Services, Journals, Meetings, Publications, Newsletters, Seminars.
Represents the interests of facilities serving the needs of disabled persons.

81
National Association of State Directors of Special Education (NASDSE)
James R. Galloway, Executive Director
2021 K Street, NW
Suite 315
Washington, DC 20006
(202) 296-1800
Professional Association.
Administrators, Compliance (Legal), Educational Administration, Electronic Networks, Special Education, State Departments of Education.
Meetings, Newsletters, Publications, Seminars, Training, Workshops.
Administers SpecialNet, an electronic communication network, and sponsors COUNTERPOINT, a news publication for educational improvement.

82
National Association of the Deaf (NAD)
Gary W. Olsen, Executive Director
814 Thayer Avenue
Silver Spring, MD 20910
(301) 587-1788
Advocacy-Public Service, Citizen-Parent Association.
Advocacy, Civil Rights, Deafness, Educational Opportunities, Equal Opportunities (Jobs), Legal Aid, Manual Communication, Referral, Social Action.
Information Dissemination, Meetings, Publications, Research, Textbooks.
Protects the civil rights of deaf persons through its legal defense fund.

83
National Association of Vocational Education Special Needs Personnel (NAVESNP)
Michelle D. Sarkees
University of Georgia
603 Aderhold Hall
Athens, GA 30606
(404) 542-1206
Professional Association.
Disabilities, Postsecondary Education, Secondary Education, Special Education, Special Education Teachers, Vocational Education.
Meetings, Newsletters, Publications.
Serves as a unifying association for personnel interested in or responsible for programs for special needs vocational education.

84
National Braille Association, Incorporated (NBA)
Patricia Burns, President
Angela Coffaro
1290 University Avenue
Rochester, NY 14607
(716) 473-0900
Information-Resource-Instructional Materials Center.
Blindness, Braille, Clearinghouses, Information Dissemination, Material Development, Reading Materials, Visual Impairments.
Catalogs, Instructional Materials, Meetings, Publications, Seminars, Workshops.
Provides information to individuals interested in the production and distribution of braille, large type, and tape-recorded reading materials.

85
National Center for Educational Media and Materials for the Handicapped (NCEMMH)
Thomas M. Stephens, Director
Pat Bladder, Business Manager
The Ohio State University
356 Arps Hall, 1945 North High Street
Columbus, OH 43210
(614) 422-8787
College or University Affiliate, Information-Resource-Instructional Materials Center.
Curriculum Development, Disabilities, Educational Media, Material Development, Special Education.
Conferences, Inservice Teacher Education, Publications, Textbooks.
Facilitates production and distribution of instructional media and materials.

86
National Center for Research in Vocational Education
Ray D. Ryan, Jr., Executive Director
Program Information Office
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
(800) 848-4815 (614) 486-3655 in AK, HI, OH
College or University Affiliate, Research and Development Center.
Disabilities, Disadvantaged, English (second Language), Research and Development Centers, Vocational Education.
Conferences, Curriculum Development, Information Services, Publications, Technical Assistance, Training, Workshops.
Includes research and development projects that address special needs populations and houses the Vocational Education Special Needs Exchange.

87
National Center for Urban Ethnic Affairs (NCUEA)
John A. Kromkowski, President
P.O. Box 33279
Washington, DC 20033
(202) 232-3600
Advocacy-Public Service.
Advocacy, Cultural Differences, Economically Disadvantaged, Ethnic Groups, Neighborhood Improvement, Urban Improvement.
Conferences, Newsletters, Publications, Resource Materials, Technical Assistance, Workshops.
Serves neglected ethnic populations of older industrial cities.

88
National Child Labor Committee (NCLC)
Jeffrey F. Newman, Executive Director
Margo Hirsch, Assistant Director
1501 Broadway
Room 1111
New York, NY 10036
(212) 840-1801
Advocacy-Public Service.
Advocacy, Educational Opportunities, Employment Opportunities, Job Training, Migrant Education, Youth Employment, Youth Opportunities.
Conferences, Consultation Programs, National Organizations, Newsletters, Publications, Seminars, Technical Assistance.
Improves and expands education, training, and job opportunities nationwide for youth.

89
National Clearinghouse for Bilingual Education
Ron Saunders, Director
Enrique Cubillos, Assistant Director
COMSIS Corporation
11501 Georgia Ave., Suite 102
Wheaton, MD 20902
(301) 933-9211; (800) 647-0123
Clearinghouse.
Bilingual Education, Clearinghouses, Databases, English (Second Language), Information Processing, Information Services, Referral, Regional Programs.
Conferences, Electronic Networks, Newsletters, Publications,.
Produces Bilingual Education Bibliographic Abstracts (BEBA) database, an electronic communications network.

90
National Coalition of Title I Chapter 1 Parents
Robert Witherspoon, Director
1314 14th Street, NW
Suite #6
Washington, DC 20005
(202) 483-8822
Advocacy-Public Service, Citizen-Parent Association.
Advocacy, Community Involvement, Educationally Disadvantaged, Information Dissemination, Parent Participation, Parent School Relationship.
Conferences, Consultation Programs, Meetings, Newsletters, Publications, Seminars, Technical Assistance, Training, Workshops.
Serves as an advocate for Ch 1 and helps parents become actively involved in education of their children.

91
National Council for Therapy and Rehabilitation through Horticulture
Charles S. Richman, Executive Director
9220 Wightman Road
Suite 300
Gaithersburg, MD 20879
(301) 948-3010
Professional Association.
Advocacy, Disabilities, Disadvantaged, Employment Services, Horticulture, Occupational Therapy, Rehabilitation, Vocational Rehabilitation.
Conferences, Consultation Programs, Information Services, Meetings, Publications, Referral, Seminars, Technical Assistance, Workshops.
Develops and promotes horticultural therapy and rehabilitation programs; sponsors Horticulture Hiring The Disabled Project.

92
National Council of Educational Opportunity Associations (NCEOA)
Arnold L. Mitchem, Executive Director
Maureen Hoyler
1126 16th Street, NW
Room 200
Washington, DC 20036
(202) 775-0863
Advocacy-Public Service, Professional Association.
Disadvantaged, Educational Opportunities, Equal Education, Minority Groups, Postsecondary Education.
Consultation Programs, Meetings, Newsletters, Publications, Research, Seminars, Workshops.
Serves disadvantaged students throughout the United States.

93
National Council of La Raza
Raul Yzaguirre, Council President and Chief Executive Officer
Emily McKay, Vice President
20 F Street, NW
Washington, DC 20001
(202) 628-9600
Advocacy-Public Service, Network.
Advocacy, Civil Rights, Community Development, Hispanic Americans, Networks, Public Policy.
Conferences, Information Services, Newsletters, Publications, Research, Technical Assistance.
Improves opportunities for Americans of Hispanic descent; has a formal affiliate network and networks in education and policy analysis.

94
National Crisis Center for the Deaf (NCCD)
Jonnie S. Brown, Director
Box 484
University of Virginia Medical Center
Charlottesville, VA 22908
(804) 924-1847 ; (800) 446-9876 (U.S. only)
Advocacy-Public Service, College or University Affiliate.
Crisis Intervention, Deafness, Health Programs, Hearing Impairments, Medical Services, Outreach Programs, Referral, Telecommunications.
Guides, Publications, Technical Assistance, Workshops.
Provides 24-hour toll-free assessment and intervention in life-threatening situations.

95
National Down Syndrome Congress
Diane M. Crutcher, Executive Director

1800 Dempster Street
1640 West Roosevelt Road
Park Ridge, IL 60068-1146
(312) 823-7550 (IL); (800) 232-NDSC (outside IL)
Citizen-Parent Association, Network.
Advocacy, Downs Syndrome, Information Dissemination, Parent Participation.
Conferences, Consultation, Meetings, Newsletters, Publications, Referral, Seminars, Workshops.
Includes 600 local resource networking members in the United States and contacts in foreign countries.

96
National Easter Seal Society
John Garrison, Executive Director
Jan Bakker, Program Analyst
2023 West Ogden Avenue
Chicago, IL 60612
(312) 243-8400; (312) 243-8899 (TDD)
Network.
Disabilities, Financial Support, Networks, Rehabilitation, Research, Voluntary Agencies.
Publications, Newsletters.
Serves as national headquarters of affiliates that provide a variety of disability-related services.

97
National Hispanic Center for Advanced Studies and Policy Analysis (NHC)
B. Roberto Cruz, President
255 East 14th Street
Oakland, CA 94606
(415) 451-0511
College or University Affiliate, Research and Development Center.
Bilingual Education, Higher Education, Hispanic American Culture, Hispanic Americans, Public Policy, Spanish Speaking, Research and Development.
Consultation Programs, Newsletters, Publications, Technical Assistance.
Serves local education agencies and students seeking higher education in California; is affiliated with the National Hispanic University.

98
National Information Center for Educational Media (NICEM)
J. C. Johnstone, Director
P.O. Box 40130
Albuquerque, NM 87196
(505) 265-3591
Clearinghouse, Publisher.
Clearinghouses, Databases, Educational Media, Indexes, Instructional Materials, Nonprint Media, Bibliographies, Information Services, Publications.
Publishes resource locater files in print form and electronically; covers nonprint materials in the NICEM database, which is available online.

99
National Information Center for Handicapped Children and Youth (NICHCY)
Dee John, Director
James Murphy, Information Resources Manager
P.O. Box 1492
Washington, DC 20013
(703) 522-3332
Information-Resource-Instructional Materials Center.
Information Services, Referral, Special Health Problems, Special Education, Youth.
Bibliographies, Directories, National Organizations, Newsletters.
Provides information, resources, and referrals to parents and teachers of handicapped children and youth.

100
National Information Center on Deafness (NICD)
Loraine DiPietro, Director
Arlynn Joffe or David Wolfe
800 Florida Avenue, NE
Washington, DC 20002
(202) 651-5051 ; (202) 651-5052 (TDD)
Clearinghouse, College or University Affiliate.
Deafness, Elementary Secondary Education, Hearing Impairments, Information Dissemination, Postsecondary Education, Networks, Referral.
Information Systems, Publications.
Coordinates and disseminates information on all aspects of deafness and related areas of interest; is affiliated with Gallaudet College.

101
National Library Service for the Blind and Physically Handicapped
Hylda Kamisar
Library of Congress
1291 Taylor Street, NW
Washington, DC 20542
(202) 287-5100
Library, Network.
Audiodisc Recordings, Audiotape Recordings, Blindness, Braille, Nonprint Media, Partial Vision, Visual Impairments.
Information Services, Library Materials, Newsletters, Publications, Reading Materials,

Research, Talking Books.
Produces and distributes materials through a network of regional and local libraries.

102
National Mental Health Association
Preston Garrison, Executive Director
Bonnie O'Neill, Acting Manager, Communications
1021 Prince Street
Alexandria, VA 22314-2971
(703) 684-7722
Advocacy-Public Service; Information-Resource-Instructional Materials Center.
Advocacy, Community Services, Information Dissemination, Information Services, Legislation, Mental Health, Networks, Volunteers.
Conferences, Films, Meetings, Newsletters, Publications, Technical Assistance.
Serves mental health consumers and their families, schools, libraries, and the general public; has 600 affiliates.

103
National Rehabilitation Association (NRA)
David L. Mills, Executive Director
Judy Harris, Program Manager
633 S. Washington Street
Alexandria, VA 22315
(703) 836-0850
Advocacy-Public Service, Professional Association.
Advocacy, Disabilities, Legislation, Networks, Rehabilitation, Services, Vocational Rehabilitation.
Conferences, Meetings, Newsletters, Periodicals, Publications, Seminars, Training, Workshops.
Advocates the removal of attitudinal, legal, and attitudinal barriers; offers programs for disabled persons and support for professionals.

104
National Rehabilitation Information Center Inc. (NARIC)
Susan M. Flowers, Director
4407 8th Street, NE
The Catholic University of America
Washington, DC 20017
(202) 635-5826 (Voice and TDD) (800) 346-2742
College or University Affiliate, Library.
Databases, Disabilities, Equipment, Information Dissemination, Information Services, Rehabilitation, Research Libraries.
Bibliographies, Referals, Resource Materials, Research Reports.
Houses two databases: REHABDATA (print and audiovisual materials) and ABLEDATA (rehabilitation aids).

105
National Resource Center for Paraprofessionals in Special Education (NRC)
Anna Lou Pickett, Director
33 West 42nd Street
New York, NY 10036
(212) 840-1278
College or University Affiliate, Information-Resource-Instructional Materials Center.
Employment, Material Development, Professional Personnel, Special Education.
Information Services, Newsletters, Publications, Technical Assistance, Workshops.
Promotes an increase in the use of trained paraprofessionals in special education.

106
National Rural Development Institute
Doris Helge, Director
Rosalee Lewis, Resource Coordinator
359 Miller Hall
Western Washington University
Bellingham, WA 98225
(206) 676-3576
Clearinghouse, College or University Affiliate.
Consortia, Information Services, Research Projects, Rural Education, Small Schools, Special Education, Teacher Education.
Bibliographies, Conferences, Electronic Networks, Meetings, Newsletters, Publications, Seminars.
Enhances and promotes the development of rural and small schools and provides a service for rural handicapped individuals.

107
National Technical Institute for the Deaf at Rochester Institute of Technology (NTID at RIT)
William E. Castle, Director
Jean K. Ingham
One Lomb Memorial Drive
P.O. Box 9887
Rochester, NY 14623
(716) 475-6400 (Voice); (716) 475-2182 (TDD)
College or University Affiliate.
College Students, Deafness, Hearing Impairments, Higher Education.
Newsletters, Publications, Seminars, Workshops.
Provides higher education for hearing-impaired young adults.

108
National Technology Center (NTC)
American Foundation for the Blind, Inc.
William F. Gallagher, Executive Director
Elliot M. Schreier, Director of NTC
15 West 16th Street
New York, NY 10011
(212) 620-2082
Information-Resource-Instructional Materials Center, Research and Development Center.
Assistive Devices, Blindness, Databases, Evaluation, Hearing Impairments, Information Services, Research and Development.
Consultation Programs, Referral, Research Reports, Technical Assistance.
Provides a resource for blind and visually impaired persons, service providers, employers, researchers, and developers of aids and devices.

109
New York Multifunctional Resource Center
Jose Vasquez, Project Director
Hunter College
695 Park Avenue, Box 367
New York, NY 10021
(212) 772-4767
College or University Affiliate, Educational Service Center.
Adult Literacy, Bilingual Education, Education Service Centers, English (Second Language), Limited English Speaking, Minority Groups.
Consultation, Programs, Information Services, Referral, Technical Assistance, Training, Workshops.
Gathers information on bilingual adult education and provides services related to all minority language groups in New York State.

110
North Central Regional Educational Laboratory (NCREL)
Thomas A. Olson, Executive Director
295 Emroy Avenue
Elmhurst, IL 60126
(312) 941-7677
Regional Educational Laboratory.
Educational Improvement, High Risk Students, Networks, Regional Laboratories, Research and Development, Small Schools, Urban Education.
Conferences, Information Services, Meetings Publications, Technical Assistance.
Includes projects on small schools and operating a network for urban education.

111
Northwest Regional Educational Laboratory (NWREL)
Robert R. Rath, Executive Director
Jerry Kirkpatrick
300 S.W. Sixth Street
Portland, OR 97204
(503) 248-6800
Regional Educational Laboratory.
Bilingual Education, Disabilities, Disadvantaged, Educational Improvement, Regional Laboratories, Research and Development, Rural Education.
Conferences, Information Services, Networks, Publications, Technical Assistance, Workshops.
Includes projects serving special needs populations and operates a rural education network.

112
NSAC, National Society for Children and Adults with Autism
Roy Morgan, Executive Director
Ken Laureys, Information and Referral
1234 Massachuetts Avenue, NW
Suite 1017
Washington, DC 20005
(202) 783-0125
Advocacy-Public Service, Citizen-Parent Association.
Adults, Advocacy, Autism, Children, Communication Disorders, Developmental Disabilities, Information Dissemination, Libraries, Referral.
Conferences, Directories, Meetings, Newsletters, Publications.
Maintains a national information and referral service.

113
Organization for Use of the Telephone Inc. (OUT)
David Saks, Director
Post Office Box 175
Owings Mills, MD 21117-0175
(301) 655-1827
Advocacy-Public Service.
Advocacy, Hearing Impairments, Information Services, Referral, Telephone Communication Systems, Telephone Usage Instruction.
Brochures, Newsletters, Technical Assistance.
Works to make the telephone an accessible instrument of communication to those who are "phone deaf".

114
Partners in Publishing (PIP)
P. M. Fielding, Editor

Box 50347
Tulsa, OK 74103
(918) 584-5906
Publisher.
Adults, Information Dissemination, Learning Disabilities, Material Development, Secondary Education, Postsecondary Education, Youth.
Consultation Programs, Directories, Newsletters.
Produces materials for learning-disabled youth and adults at secondary and postsecondary levels.

115
President's Committee on Employment of the Handicapped (PCEH)
Harold Russell, Chairman
1111 20th Street, NW, Room 636
Washington, DC 20036
(202) 653-5044
Committee.
Advocacy, Committees, Disabilities, Employment Opportunities, Equal Opportunities (Jobs).
Meetings, Publications.
Develops and recommends ways to improve job opportunities for handicapped persons; has 12 subcommittees.

116
Promote Real Independence for the Disabled and Elderly (PRIDE Foundation)
Evelyn S. Kennedy, Executive Director
71 Plaza Court
Groton, CT 06340
(203) 445-1448
Foundation.
Adaptive Behavior of Disabled, Older Adults, Deinstitutionalization of Disabled, Physical Disabilities, Self Care Skills.
Consultation Programs, Demonstration Programs, Publications, Seminars, Technical Assistance, Workshops.
Increases independence of handicapped and elderly persons through solutions to home management and special clothing needs.

117
PsycINFO,
American Psychological Association
Lois Granick, Executive Director, PsycINFO
Carolyn Gosling, Manager, User Services
1400 N. Uhle Street
Arlington, VA 22201
(703) 247-7829, (800) 336-4980
Professional Association, Publisher.
Databases, Disabilities, Information Services, Psychology, Psychopathology.
Indexes, Online Searching, Publications.
Produces PsychINFO database and publishes Psychological Abstracts and other indexes.

118
Recording for the Blind, Incorporated (RFB)
Stuart Carothers, Executive Director
Pamela Wilkison, Coordinator of Borrower Information
20 Roszel Road
Princeton, NJ 08540
(609) 452-0606 , (800) 221-4792(93)
Library.
Audiotape Cassettes, Blindness, Networks, Perceptual Handicaps, Physical Disabilities, Textbooks, Visual Impairments, Volunteers.
Catalogs, International Organizations, Newsletters.
Provides free services to certified visually, physically, and perceptually handicapped persons.

119
Regional Laboratory for Educational Improvement of the Northeast and Islands
David P. Crandall, Executive Director
290 South Main Street
Andover, MA 01810
(617) 470-1080
Regional Educational Laboratory.
Educational Improvement, Networks, Regional Laboratories, Regional Programs, Research and Development.
Conferences, Information Services, Meetings, Publications, Technical Assistance.
Includes projects that serve various special needs populations.

120
Regional Rehabilitation Exchange, (RRX) Southwest Educational Development Laboratory
John Westbrook, Project Director
Vivian Florence, Administrative Secretary
211 East 7th Street
Austin, TX 78701
(512) 476-6861, Ext 230 (VOICE) or 304 (TDD)
Network, Research and Development Center.
Adoption (Ideas), Disabilities, Innovation, Networks, Rehabilitation, Resources, Validated Programs.
Conferences, Consultation, Electronic Networks, Information Services, Meetings, Publications, Technical Assistance, Workshops.
Identifies exemplary programs and provides technical assistance resources for adoption in ED Region VI.

121
Regional Rehabilitation Network (RRN)
Thomas E. Backer, Project Director
Dann Grant, Project Coordinator
1849 Sawtelle Boulevard
Suite 102
Los Angeles, CA 90025
(213) 479-3028
Network.
Adoption (Ideas), Computer Oriented Programs, Disabilities, Education Work Relationship, Innovation, Networks, Rehabilitation.
Conferences, Consultation, Information Services, Meetings, Publications, Referral, Research, Seminars, Technical Assistance, Workshops.
Identifies, validates, and promotes the adoption of worthwhile innovations in ED Region IX rehabilitation organizations.

122
Rehabilitation Information Round Table (RIR)
American Physical Therapy Association
Phyllis Quinn, Coordinator
1111 North Fairfax Street
Alexandria, VA 22314
(703) 684-2782
Network.
Disabilities, Information Dissemination, Networks, Rehabilitation, Referral, Resources.
Meetings, Newsletters.
Facilitates the sharing of information about handicapping conditions among members.

123
Rehabilitation International, USA
Philip F. Puleio, Vice President and National Secretary
1123 Broadway, Suite 704
New York, NY 10010
(212) 620-4040
Network.
Accessibility for Disabled, Air Transportation, Disabilities, International Relations, Rehabilitation.
Catalogs, Conferences, Films, International Organizations, Newsletters, Publications, Technical Assistance.
Facilitates the exchange of information within the international rehabilitation community; serves as the American affiliate.

124
Rehabilitation Research and Training Center in Aging, University of Pennsylvania
Stanley J. Brody, Director
Virginia J. Smith
Department of Physical Medicine and Rehabilitation
2011NEB, 420 Service Drive
Philadelphia, PA 19104-6020
(215) 662-3261
College or University Affiliate, Rehabilitation Research and Training Center.
Disabilities, Employment, Gerontology, Older Adults, Rehabilitation, Research and Development Centers, Training, Vocational Rehabilitation.
Conferences, Consultation Programs, Films, Meetings, Newsletters, Publications, Seminars, Technical Assistance, Training, Workshops.
Conducts research and training activities for rehabilitation of the elderly.

125
Research and Training Center in Mental Retardation
Gerard J. Bensberg, Director
Box 4510
Texas Tech University
Lubbock, TX 79409
(806) 742-3131
College or University Affiliate, Research and Development Center.
Community Services, Daily Living Skills, Mental Retardation, Normalization (Handicapped), Research, Training, Vocational Rehabilitation.
Consultation Programs, Publications, Resource Materials, Workshops.
Works to maximize the independence of mentally retarded persons.

126
Research for Better Schools (RBS)
John E. Hopkins, Executive Director
John A. Connolly, Associate Director
444 North Third Street
Philadelphia, PA 19123-4107
(215) 574-9300
Regional Educational Laboratory.
Disadvantaged, Educational Improvement, Low Achievement, Regional Laboratories, Research and Development, Rural Education, Urban Education.
Conferences, Information Services, Meetings Publications, Technical Assistance.
Includes projects that address disadvantaged populations, urban education, and rural education.

127
RESNA - Association for the Advancement of Rehabilitation Technology
Patricia I. Horner, Executive Director

Susan P. Leone, Conference Coordinator
1101 Connecticut Avnue, NW
Washington, DC 20036
(202) 857-1199
Professional Association.
Adjustment to Environment, Disabilities, Engineering Technology, Rehabilitation, Technological Advancement.
Meetings, Newsletters, Publications, Seminars, Technical Assistance, Workshops.
Promotes the development, dissemination, and utilization of knowledge in rehabilitation technology to improve quality of care.

128
RP Foundation Fighting Blindness
Robert Gray, Executive Director
Fran Ludman, Director, Information and Resources
1401 Mt. Royal Avenue, 4th Floor
Baltimore, MD 21217
(301) 225-9400, (800) 638-2300, (301) 225-9409 TDD
Foundation, Research and Development Center.
Children, Financial Support, Referral, Research and Development, Retinoss Pigmentosa, Visual Impairments, Young Adults.
Bibliographies, Conferences, Information Services, Meetings, Newsletters, Publications, Workshops.
Funds research at 13 multidisciplined centers into the cause, treatment, and prevention of inherited retinal disorders.

129
Sibling Information Network
Thomas H. Powell, Director
Judy S. Itzkowitz
CT's University Affiliated Program
Box U-64; 249 Glenbrook Road
Storrs, CT 06268
(203) 486-4034 (32)
College or University Affiliate, Network.
Disabilities, Family Programs, Siblings, Information Dissemination, Resource Materials, Networks.
International Organizations, Newsletters, Workshops.
Serves as a clearinghouse of information, ideas, projects, literature, and research regarding siblings and other issues related to families.

130
Society for Intercultural Education, Training, and Research International (SIETAR)
Diane L. Zeller, Executive Director
1414 22nd Street, NW
Washington, DC 20037
(202) 296-4710
Professional Association.
Cultural Awareness, Information Dissemination, Intercultural Communication, Intercultural Programs, Professional Development, Training.
Conferences, International Organizations, Newsletters, Publications, Seminars, Workshps.
Serves all persons concerned with intercultural eduation, training, and research.

131
Southeastern Educational Improvement Laboratory (SEIL)
Charles J. Law, Jr., Executive Director
P.O. Box 12746
200 Park Offices, Suite 204
Research Triangle Park, NC 27709
(919) 549-8216
Regional Educational Laboratory.
Educational Improvement, Regional Laboratories, Research and Development, Rural Education.
Conferences, Information Services, Meetings, Publications, Technical Assistance.
Projects include rural education.

132
Teachers of English to Speakers of Other Languages (TESOL)
James E. Alatis, Executive Director
Carol LeClair
1118 22nd Street, NW, Suite 205
Georgetown University
Washington, DC 20037
(202) 625-4569
Professional Association.
English (Second Language), English Instruction, Language Teachers, Limited English Speaking, Second Language Instruction.
Bibliographies, Information Dissemination, Meetings, Newsletters, Publications.
Includes adult education and refugee concerns as special sections and 61 affiliates at the state, regional, or national levels.

133
Telecommunications for the Deaf, Inc. (TDI)
Thomas M. Hentkowski, Executive Director
814 Thayer Avenue
Silver Spring, MD 20910
(301) 589-3006 (Voice and TDD)
Advocacy-Public Service.
Accessibility for Disabled, Assistive Devices, Deafness, Hearing Impairments, Speech

Handicaps, Telecommunications.
Directories, Information Dissemination, International Organizations, Newsletters.
Provides information about telecommunications to the public and works to ensure equal access to telecommunications technologies and services.

134
The Association for Persons With Severe Handicaps (TASH)
Liz Lindley, Executive Director
7010 Roosevelt Way, NE
Seattle, WA 98115
(206) 523-8446
Professional Association.
Educational Strategies, Information Services, Normalization (Handicapped), Rehabilitation, Referral, Severe Disabilities.
Conferences, Newsletters, Periodicals, Publications.
Maintains an information and referral service and serves educators, teachers, students, parents, and anyone concerned with severe disabilities.

135
The Menninger Foundation, Division of Rehabilitation Programs
Kenneth E. Ogren, Director
700 Jackson, 9th Floor
Topeka, KS 66603
(913) 233-2051
Foundation.
Disabilities, Employment Opportunities, Entry Workers, Job Placement, Reentry Workers, Referral, Vocational Adjustment, Vocational Rehabilitation.
Consultation Programs, Demonstration Programs, Meetings, Seminars, Technical Assistance, Workshops.
Provides comprehensive vocational services leading to competitive employment of handicapped persons.

136
The Menninger Foundation, Rehabilitation Research and Training Center
Gabriel R. Faimon, Director
Dr. Edward J. Hester, Director of Research
700 Jackson, 9th Floor
Topeka, KS 66603
(913) 233-2051
Foundation, Rehabilitation Research and Training Center.
Disabilities, Employment Programs, Reentry Workers, Research and Development, Training, Work Environment, Vocational Rehabilitation.
Bibliographies, Consultation Programs, Conferences, Meetings, Periodicals, Research Reports, Seminars, Technical Assistance, Workshops.
Designs and develops programs to assist persons who become disabled to return to work; serves employers, rehabilitation specialists, and others.

137
Time Out to Enjoy, Inc.
Edward Harms, National Coordinator
715 Lake Street
Suite 100
Oak Park, IL 60301
(312) 383-9017
Network.
Adults, Learning Disabilities, Networks, Referral, Resources, Self Help Programs, Voluntary Agencies, Volunteers.
Consultation Programs, Directories, National Organizations, Newsletters, Publications, Seminars, Workshops.
Provides learning-disabled adults with referral to needed resources.

138
TRACE Research and Development Center on Communication, Control and Computer Access for Handicapped Individuals
Gregg Vanderheiden, Director
Sara Brandenburg
1500 Highland Avenue
Madison, WI 53706
(608) 262-6966
College or University Affiliate, Research and Development Center.
Communication Disorders, Computers, Physical Disabilities, Psychomotor Skills, Research and Development, Severe Disabilities.
Newsletters, Publications, Training, Workshops.
Improves the quality and effectiveness of communication and writing and communication and computer access systems.

139
United Cerebral Palsy Associations, Incorporated (UCPA)
James E. Introne, Executive Director
Louise Milone
66 East 34th Street
New York, NY 10016
(212) 481-6300
Association.
Advocacy, Cerebral Palsy, Community Services,

Disabilities, Health Education, Mainstreaming, Rehabilitation, Services.
Professional Training, Publications.
Provides services to persons with cerebral palsy and to their families through a network of state and local voluntary agencies.

140
Virginia Commonwealth University, Rehabilitation Research and Training Center
Paul Wehman, Director
1314 West Main Street
VCU Box 2011
Richmond, VA 23284-0001
(804) 257-1851
Rehabilitation Research and Training Center.
Employment Potential, Mental Retardation, Research and Development Centers, Training, Vocational Rehabilitation.
Conferences, Consultation Programs, Information Services, Internships, Monographs, Newsletters, Publications, Seminars, Workshops.
Works to improve the employability of persons with mental retardation through use of the supported work model for competitive employment.

141
Vision Foundation
Douglas T. Adam, Executive Director
Fran Weisse
818 Mt. Auburn Street
Watertown, MA 02172
(617) 926-4232 ; (800) 852-3029 (MA only)
Clearinghouse.
Adaptive Behavior of Disabled, Advocacy, Blindness, Clearinghouses, Information Networks, Large Type Materials, Low Visual Aids.
Newsletters, Peer Counseling, Peer Groups, Publications.
Functions as a consumer-based service provider that specializing in self-help programs and offers a nationwide information network.

142
Vocational Evaluation and Work Adjustment Association (VEWAA)
Douglas V. Seiler, President
Fraser Hall
711 South University Drive
Fargo, ND 58103
(701) 232-3301
Professional Association.
Disabilities, Professional Development, Vocational Adjustment, Vocational Education, Vocational Rehabilitation.
Conferences, Meetings, Newsletters, Periodicals, Publications, Seminars, Workshops.
Improves and advances the field of vocational evaluation and work adjustment training for persons with disabilities.

143
Vocational Studies Center,
University of Wisconsin-Madison
Merle E. Strong, Director
Lloyd W. Tindall, Project Director
964 Educational Science Bulding
1025 West Johnson Street
Madison, WI 53706
(608) 263-3415
College or University Affiliate, Research and Development Center.
Disabilities, Disadvantaged, Job Placement, Material Development, Research and Development Centers, Special Education, Vocational Education.
Conferences, Meetings, Publications, Research and Development, Seminars, Technical Assistance, Workshops.
Conducts research and development activities relating to the vocational education and placement of persons who are disabled or disadvantaged.

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SECTION II. MATERIALS

ERIC

Database Description

Established in 1966, the Educational Resources Information Center (ERIC) contains both documents and journal articles that cover all areas of education. ERIC is updated monthly. The database abstracts are also available in Current Index to Journals in Education (CIJE) and Resources in Education (RIE). The Thesaurus of ERIC Descriptors, 11th Edition, is used for subject indexing. A complete ERIC citation as it appears in the database is in appendix A.

Availability of Materials

Microfiche copies of documents are available at over 750 locations throughout the United States. Most are open to the general public. Most of the documents can be purchased in paper copy or microfiche from the ERIC Document Reproduction Service. Instructions for ordering documents are in appendix B.

Access

ERIC is a public file available through three commercial vendors: BRS Information Technologies, Lockheed Information Systems (DIALOG), and System Development Corporation (ORBIT). It is sponsored by the Office of Educational Research and Improvement, U.S. Department of Education. For more information contact Judy Wagner, User Service Coordinator of the ERIC Clearinghouse on Adult, Career, and Vocational Education at the National Center (800) 848-4815.

Special Needs Materials

Following are excerpts of materials in ERIC developed since 1983 for vocational education special needs students. They were selected as representative of the kinds of materials available. Only one item in a series is included. The descriptive note field indicates other documents in the series. A computer search of ERIC will identify a more comprehensive listing of references to special needs materials. Search services are offered nationwide by colleges and universities, state departments of education, and others. Additionally, curriculum developers are encouraged to submit their materials for announcement in ERIC. For information on document submission contact Cheryl Harrison, Acquisitions Coordinator of the ERIC Clearinghouse on Adult, Career, and Vocational Education at the National Center (800) 848-4815. Exhibit 1 is a detailed sample record from ERIC.

EXHIBIT 1
Sample ERIC Record

Accession Number	ED256840.
Title	Vocational Agriculture I. A Modified Curriculum for Handicapped Students.
ERIC Document Reproduction Service (EDRS) Availability	EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptive Note	99p.
Date Published	85.
Abstract	This curriculum guide has been developed to assist vocational and special education teachers in teaching handicapped and disadvantaged students in a beginning vocational agriculture course. The guide contains suggestions and experiences that are necessary to support the achievement of specific competencies. The guide is divided into units of instruction containing major and minor blocks. It is sequenced secondarily to skills or jobs that progressively build upon one another. Activities and experiences for both regular and special needs learners are provided. All of the units of instruction are intended to enable students to develop skills for employment in agriculture. The guide contains eight units. Each of the units is divided into several lessons, each containing preferred and minimum student expectations, classroom activities, and a glossary. Some of the topics covered include the following; how to use a modified curriculum, breeds of farm animals, soil and water use and protection, crop production, agricultural mechanics, use of tools, supervised farm experience programs, and Future Farmers of America.
Abstractor's Initials	(KC).

AN ED227894.
IN Center for Applied Linguistics, Washington, D.C. ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
TI From the Classroom to the Workplace: Teaching ESL to Adults.
PR EDRS Price - MF01/PC07 Plus Postage.
AV Center for Applied Linguistics, Box 4866, Hampden Station, Baltimore, MD 21211 ($12.95).
NT 173p.
YR 83.
AB Guidelines for teaching English as a second language (ESL) are directed at teachers and teacher trainees. With an emphasis on teaching ESL quickly and efficiently to adults, the six chapters address teaching ESL to competencies, teaching ESL to nonliterate adults, vocational ESL, ESL instruction in the workplace, teaching ESL in the multilevel classroom, and coordinating and training volunteer tutors. Teaching methods, program designs, objectives, materials, and testing are among the topics considered. Each chapter includes suggested resources and reading. The appendix provides an outline of generic concerns and specific models for adult ESL. The six models presented are ESL for survival, literacy, basic skills, general vocational, occupation-specific, and home management. (RW).

AN ED231139.
AU Cover, Roberta G.; And Others.
IN Tennessee Technological Univ. Cookeville.
TI Project SSAVE (Special Student Access to Vocational Education): Inservice Training Guide.
PR EDRS Price - MF01/PC13 Plus Postage.
NT 309p. ; A cooperative project between the Department of Secondary Education and Foundations and the Special Education Teacher Preparation Program.
YR 83.
AB An inservice training guide for teacher educators and State Department staff to use with teachers, administrators, and other personnel responsible for vocational training of special needs students is presented, as part of Project SSAVE (Special Student Access to Vocational Education), in Tennessee. The guide, which was based on the evaluation of materials and methods used in Project SSAVE's inservice training sessions, consists of four sections. Section 1, inservice training preperation, contains information on honoring requests for inservice training, identification of personnel to conduct training, development of the agenda, physical logistics, preview of the agenda, and implementation of the inservice. Section 2, teacher inservice training, contains the objectives, materials, and visuals to be used in conducting the actual inservice training activities. Section 3, administrator/counselor inservice training, contains the same basic materials as Section 2, but also has other materials relevant to this target population. Section 4, the appendices, contains documentation of materials that may be useful in developing alternative or additional inservice training activities. These appendices include transparency masters on P.L. 94-142, a list of nine audiovisual materials, and local concerns of workshop participants from nine Tennessee school districts. Objectives of the teacher inservice training include: providing information concerning the needs and characteristics of and services for special needs students; and promoting understanding of the individualized education plan and vocational options for special needs students. (SBW).

AN ED237756.
AU Clark, Virginia.
IN Pennsylvania State Univ. University Park.
TI Teaching Mainstreamed Learners. A Module for Assisting Vocational Teachers in Meeting the Needs of Handicapped Students.
PR EDRS Price - MF01/PC03 Plus Postage.
NT 74p.
YR 83.
AB This module is designed to assist vocational teachers in meeting the needs of mainstreamed handicapped learners. It may be used by the teacher as a resource and guide, or the information and activities may be adapted for use with vocational education students or

preservice teachers. The module consists of three sections. The first section defines mainstreaming and its implications for vocational educators, and it examines the recent history of mainstreaming in vocational education, including legislation pertaining to handicapped persons. The second section explores ways that a vocational educator can modify instructional strategies to provide for the individual needs of students with handicaps. Learning styles as well as physical and affective disabilities are discussed. Section 3 provides methods that vocational educators can use to evaluate the classroom progress of students with handicaps. A glossary of terms commonly used when discussing mainstreaming of handicapped learners is provided. The guide also contains a resource section with lists of agencies and organizations, literature, and audiovisual aids available for help with mainstreaming students. In addition, the module contains an attitude assessment sheet to allow users to evaluate their present feelings about handicapped persons before using the module. (KC).

AN ED240368.
AU Burrow, Elaine, Comp.; Hill, Pam, Comp.
IN East Texas State Univ. Commerce. Occupational Curriculum Lab.
TI Special Needs Adaptations for Office Education Teachers.
PR EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
AV Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. SN-103-T8).
NT 51p.
YR 83.
AB Intended for teachers in office education programs and those working with coordinated vocational-academic education programs, this material provides information for adapting the regular classroom, equipment, and curriculum to meet the particular needs of students with special needs. An introduction briefly describes the three major laws influencing vocational education for handicapped persons. The next four chapters are devoted to ways for providing instruction to students with four types of handicapping conditions: hearing impaired, mentally retarded, physically impaired, and visually handicapped. Each chapter offers a definition of the handicapping condition, a discussion of student abilities and needs, and a collection of teaching techniques and strategies relating to adaptation of physical facilities, setting of goals, adaptation of the curriculum, specialized materials and equipment, teaching methods, and modification of testing and evaluation processes. An example of how a unit of instruction may be adapted for the special needs of the students is also included. [No example is provided for the physically handicapped.] Appendixes include a reading level formula; listings of resource materials, resource organizations, articles, and special equipment and tools with their purpose and source; and information on project IMPART. (YLB).

AN ED240377.
IN East Texas State Univ. Commerce. Occupational Curriculum Lab.
TI Measurement. Teacher's Guide. Small Engine Repair Series.
PR EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
AV Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428.
NT 107p.; For related documents, see ED 146 382, ED 221 760-767, ED 222 717, ED 223 907-911, and CE 038 333-335.
YR 83.
AB This teacher's guide is part of an instructional series on small engine repair that is intended for use with mentally retarded and learning disabled students in general mechanical repair programs. Notes to the instructor cover equipment needed, preparation before teaching, and use of evaluation charts, transparency masters, audiovisual(s), and student activities. Other contents include a list of prerequisite skills, a chart of student goals and objectives, activities and materials to achieve them, a list of vocabulary terms, 20 transparency masters, six student activities to be used in conjunction with the viewing of one of the audiovisual presentations, answers to the activity sheets, an evaluation model with five evaluation charts, narratives for three audiovisual presentations, and a reference list. [This material has been developed as an extension of Comprehensive Small Engine Repair—ED 146 382—published by the Mid-American Vocational Curriculum Consortium, Inc. It is recommended that the two be used together.] (YLB).

AN ED242163.
AU Stefkovich, Jacqueline, Ed.

IN New Jersey State Dept. of Education, Trenton; Syracuse Univ. NY. Special Education Resource Center.
TI Vocational Education/Special Education Training Manual & Modules I-IV.
PR EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
NT 522p. ; Module II contains light print.
YR 83.
AB Four modules are presented from a project linking the New Jersey Department of Education, Divisions of Vocational Education and Special Education and The New Jersey Department of Labor, Division of Vocational Rehabilitation. Modules address the vocational needs of handicapped secondary students. Each unit in the module lists objectives, grouping concerns, materials needed, and activity script/format. Module I focuses on awareness of students with special needs, key personnel in providing appropriate programs, legislation, and programs and services (options in vocational and educational programing). Module II consists of three units on assessment; community resources/support agencies/related services; and career development. Module III deals with intervention strategies for classified pupils in vocational settings and presents case study material to illustrate ways to deal with manipulative behavior and other behavior difficulties. Module IV, the final module, contains four units on aspects of the change process: establishing a direction, evaluating results, assessing readiness for change, and moving toward an action plan. Each module includes numerous handouts, transparencies, and appended information. (CL).

AN ED242855.
AU Lust, Nancy L.
IN Ohio State Univ. Columbus. National Center for Research in Vocational Education.
TI Counsel Exceptional Students with Personal-Social Problems. Module L-10 of Category L--Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
PR EDRS Price - MF01/PC02 Plus Postage.
AV American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
NT 40p. ; For related documents, see ED 236 356, ED 241 728, CE 038 682, and CE 038 800-803.

YR 84.
AB This learning module, one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with counseling exceptional students with personal and social problems. Addressed in the individual learning experiences are the following topics: understanding the important considerations and techniques involved in counseling students with personal or social problems (building rapport, working on special problems, referring students to other professionals, and keeping records); describing and evaluating the performance of teachers who have counseled students with social or personal problems in case studies; and counseling such students in an actual teaching situation. Each learning experience contains some or all of the following: an objective, instructional text, one or more learning activities, and a feedback activity. (MN).

AN ED244061.
AU Tindall, Lloyd W.; Gugerty, John J.
IN Wisconsin Univ. Madison. Vocational Studies Center.
TI Effective Microcomputer Assisted Instruction for the Vocational Education of Special Needs Students.
PR EDRS Price - MF01/PC14 Plus Postage.
AV Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg. 1025 W. Johnson St. Madison, WI 53706 ($25.00).
NT 333p.
YR 83.
AB This manual has been designed to help teachers use microcomputers in the education of handicapped and disadvantaged students. Microcomputer programs listed in section 1 of the manual have been used successfully by practitioners in the instruction of special needs students. Some of the programs were developed by commercial publishers and others are the results of the efforts of individual teachers seeking to improve instruction with the assistance of microcomputers. For each program listed, the following information is provided: the make and model of computer on which it is used, the price, the developer of the program, the contact person, the vocational areas of instruction for which the program was developed, the particular disability for which the program was designed, the instructional format of the program, a description of the program,

and information on adapting the program to special populations. A cross-reference section lists microcomputer programs by the computer for which they are designed, and an index lists the programs in alphabetical order. Articles in section 2 of the manual provide ideas on the educational uses of microcomputers. Authors discuss how they use microcomputers in resource rooms and centers, occupational information centers, linkage projects, education exchanges, and computer-related vocational education for disadvantaged students. A software evaluation process using students to try out a given program is described, and a vocational-technical school software-evaluation form is provided. (KC).

AN ED244101.
IN California State Dept. of Education, Sacramento. Div. of Vocational Education; California State Univ. Los Angeles. Dept. of Industrial Studies.
TI Learning to Do Math the Electronics Way.
PR EDRS Price - MF01/PC03 Plus Postage.
AV VOICE, California Dept. of Education, 721 Capitol Mall, Sacramento, CA 95814.
NT 65p. ; For related documents, see CE 038 922-933. Developed by the Educationally Disadvantaged Committee, Industrial Education InService Project.
YR 83.
AB This curriculum guide, one of 15 volumes written for field test use with educationally disadvantaged industrial education students needing additional instruction in the basic skill areas, deals with helping students develop basic mathematics skills while studying electronics. Addressed in the individual units of the guide are the following topics: reading a ruler, measuring and monitoring energy consumption, using the correct meter scale, finding voltage drops in a series circuit, converting electrical units, using mathematical formulas, and using scientific notation. Each unit contains some or all of the following: a discussion of the major concepts of the technique being covered, instructions to the teacher concerning the use of the given technique, suggested related activities, student instructions, a student assignment, supplemental activities, and one or more worksheets. A basic skills checklist and a basic skills verification form are also provided to assist teachers in identifying those students who require additional help with basic skills. (MN).

AN ED247373.
AU Scott, Joyce; And Others.
IN Nellum (A.L.) and Associates, Braintree, MA.
TI Making It Work. An In-Service Training Program for Vocational Educators. Module III. "A Blueprint for Student Achievement". Instructional Adaptation Strategies for Priority Students in Vocational Education. Trainer's Manual and Participant's Manual.
PR EDRS Price - MF01/PC16 Plus Postage.
NT 383p. ; For Modules I and II, see CE 037 578-579.
YR 83.
AB This module, the third in a three-volume series, deals with instructional adaptation strategies for priority students in vocational education and is organized in two units: a trainer's manual and a participant's resource manual. It is designed for inservice training of teachers, counselors, and administrators in vocational schools. Addressed in the individual sections of the trainer's manual are the following topics: improving interpersonal relations between teacher and student, identifying teaching strengths, identifying learning characteristics, planning the instructional program, individualizing instruction, and adapting instructional content. Each unit contains some or all of the following: goals, objectives, a list of required materials, transparency masters, exercises, a teaching script, and handouts. Appended to the trainer's manual are separate discussions of the characteristics and special needs of minority group, handicapped, and limited-English-proficient students in vocational education. The participant's manual, for use by trainees, contains introductory material; a section on planning inservice programs; self-assessment guides for teachers, counselors, and administrators; handout material to accompany the trainer's manual; visuals; and a list of resource materials. (MN).

AN ED248368.
IN Atlantic Community Coll. Mays Landing, N.J.
TI Project ESL/Careers Curriculum. Final Report 1983-1984.
PR EDRS Price - MF03/PC24 Plus Postage.
NT 580p.
YR 84.
AB This curriculum guide was developed at Atlantic Community College as part of a program to facilitate the training of persons with limited

English-speaking ability for jobs, especially jobs in Atlantic City casinos. The project aimed to teach job skills and life coping skills along with English. The curriculum guide contains 10 units. Approximately 60 percent of the guide is oriented toward vocational preparation for the following jobs: blackjack dealer, room attendant, vegetable cook, steward, bus person, and store room clerk. These units include skills needed in job hunting, such as reading want ads, completing a job application, and going to an interview. Skills needed on the job, such as completing a time sheet, reading a work schedule, telling time, and following and giving directions are included. The other 40 percent of the curriculum guide, which is oriented toward skills in everyday living, includes materials on personal identification, social conversation, community awareness, money management, housing, and transportation. Curriculum materials included in each unit are dialogues, vocabulary lists, tape and slide scripts, reading and mathematics exercises drawn from "real life" situations and exercise answers. Some materials are illustrated with line drawings. (KC).

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AN ED248717.
AU Smith, Nancy E.
IN Office of Vocational and Adult Education (ED), Washington, DC.
TI Teaching Job-Related English as a Second Language.
PR EDRS Price - MF01/PC01 Plus Postage.
NT 10p.
YR 84.
AB One program model for limited English proficient (LEP) adults incorporating job-related English as an important component is bilingual vocational education, authorized by the federal Vocational Education Act. Its objective is to make LEP adults more employable by teaching them both English and job skills. Such a project uses a team of two teachers, a vocational and a language instructor. A major advantage of this model is that students do not have to wait to learn English in order to learn job skills. Experience has shown that the employment rate of participants is higher than average, and that participants' earnings tend to keep pace with inflation. Many techniques and resources designed for these programs can also be adapted for other adult education and LEP program use. Available program planning and implementation materials cover such topics as (1) components to be considered in planning, administering, and evaluating programs; (2) overcoming obstacles to full trainee participation; (3) language teaching techniques specifically for job-related English, (4) identifying occupations in which foreign language skills are an asset, (5) vocational oral proficiency testing, and (6) strategies for using external program resources. Titles, sources, and names of contacts for obtaining these materials are provided. (MSE).

AN ED250448.
AU Engleman, Marcia A.
IN Northern Kentucky Vocational Region 7, Edgewood.
TI Vocational Assessment for the Handicapped. Program Manual and Final Report.
PR EDRS Price - MF01/PC06 Plus Postage.
NT 142p.
YR 84.
AB This manual describes a process by which the pooling of resources, appropriate analyses, and utilization of vocational programs and personnel can be combined to provide a reasoned approach to the assessment of the training and employment potential of handicapped individuals. Section I begins with a review of the program that developed assessment competencies and provided vocational assessment within a vocational school setting to individuals with a variety of handicapping conditions. Other contents include job descriptions of essential staff for a vocational assessment program within a vocational school, referral/assessment procedures, and program recommendations. Section II describes these components of a comprehensive assessment program: medical, dexterity, psychological, and educational information and information on vocational aptitude and employability skills. Commercially prepared assessment tools that are available are listed. Section III discusses shop explorations and presents an example of a completed shop exploration. Section IV, on educational prescription, illustrates the process of moving from assessment data to recommendations. Materials of a sample vocational assessment include an assessment report score card, shop exploration form, task analysis sheets, and formal recommendations. The section concludes with other examples of assessment recommendations. Referral, assessment, and individual educational program forms are appended. (YLB).

AN ED250558.
AU Gomez, Sara C.
IN Los Angeles Unified School District, Calif.
TI Vocational English-as-a-Second Language Competencies.
PR EDRS Price - MF01/PC04 Plus Postage.
NT 85p. ; For related documents, see CE 040 110-112.
YR 84.
AB This collection of competency statements deals with the English-as-a-second-language (ESL) skills that vocational students should master before entering the world of work. Addressed in the individual sections of the volume are the following topics: specific occupational terminology, safety language, on-the-job language, job-seeking language, instructional language, and nonverbal and cultural skills. The six sections of the guide contain subcompetency statements, each of which includes the following: the competency area addressed, a competency statement, a competency indicator, one or more benchmarks, and one or more assessment criteria. A list of resource materials concludes the guide. (MN).

AN ED250581.
AU Vernon, Valerie J.
IN Temple Univ. Philadelphia, PA. Dept. of Vocational Education.
TI Vocational Education for Limited English Speaking Students: A Handbook for Educators.
PR EDRS Price - MF01/PC04 Plus Postage.
NT 97p.
YR 84.
AB This handbook was developed to assist vocational educators in meeting the needs of the growing Limited English Speaking (LES) population in the regular classroom. The guide is organized in five sections. The first section of the handbook provides a list of needed teacher competencies for teachers of LES students in regular vocational classrooms, while section II gives specific strategies for implementing these competencies. Section III describes sources of instructional support that can be found in the school setting. Cultural background and educational needs of two cultures, Hispanic and Indochinese, are found in Section IV. The final section contains appendices which detail where instructional materials and resource assistance specifically designed for LES students can be obtained. (Bilingual materials are listed in this section.) (KC).

AN ED251702.
IN Experiment in International Living, Brattleboro, VT; Save the Children Federation, Inc; World Education, Inc. New York, N.Y.
TI Shifting Gears 2. Hands-on Activities for Learning Workplace Skills and English as a Second Language. A Teacher's Handbook.
PR EDRS Price - MF01/PC14 Plus Postage.
NT 340p. ; For related documents, see ED 245 119-120, ED 248 669, and ED 250 950-952.
YR 84.
AB This teacher's handbook is the second part of a two-volume curriculum designed to assist teachers providing instruction in vocational English as a second language (ESL) to Indochinese refugees. The main section of the guide, consisting of 24 hands-on core lessons, includes learning activities geared toward helping students develop prevocational, daily living, cultural, and English language skills. Each of the lessons contain some or all of the following: a list of purposes; a list of needed tools and materials; a language pattern drill; a hands-on learning activity; and notes to the teacher regarding preparing and presenting the activity, language skills addressed in the activity, and cultural factors touched upon in the lesson. Also provided in the guide are an introduction discussing its use, 3 optional simulations, 20 optional lessons, 2 sections of optional learning activities dealing with language and literacy, and an appendix containing sample handouts. (MN).

AN ED252645.
AU Garner, C. William.
TI Occupational Analysis, Curriculum Development and Instructional Strategies for the Disadvantaged.
PR EDRS Price - MF01/PC01 Plus Postage.
NT 21p. ; Paper presented at the New Jersey Trade and Industry Education Conference (Atlantic City, NJ. January 14, 1985).
YR 85.
AB An integrated overview of the processes involved in the establishment of a vocational program of study for the disadvantaged student is provided in this paper. Occupational analysis, the first step in the establishment of such a program, is discussed and divided into three steps: (1) major job tasks; (2) sub-tasks; and (3) specific job functions. Examples are provided of each phase of this breakdown and

the role of the student evaluator is described. An example of a program of study is detailed, as is a teaching methodology that stresses the mastery learning approach and the individualization of instruction. Also described are several instructional support strategies that have been found to be successful with the disadvantaged: (1) the use of learning centers, especially for developing basic skills; (2) the use of audio visual materials; and (3) the establishment of contingency contracts between student and teacher. Two personal variables are discussed that have a direct effect on student achievement and career development, namely, locus of control (a measure of how much someone feels personally responsible for his or her success or failure) and field dependence (a test to indicate the way a person perceives and recalls information presented to him or her). And finally, some teaching suggestions are outlined. (RDN).

AN ED254022.
AU Irvine, Freeman R. Jr.
TI Special Methods for Teaching Vocational Skills to the Handicapped. A Course Syllabus.
PR EDRS Price - MF01/PC02 Plus Postage.
NT 31p.
YR 84.
AB The syllabus presents information on teaching handicapped students in mainstreamed vocational education programs. A brief introduction reviews course organization, written assignments, and 10 course objectives. The syllabus covers the following topics and includes assignments, references, and guide questions: identification and characteristics of disadvantaged and of handicapped students, comparison of disadvantaged and handicapped individuals, federal and state legislation regarding special vocational needs, program development for special vocational needs, development of writing program goals and organization and planning skills, parents and administrative function in special vocational needs programs, and assessment techniques. Sample course evaluation instruments are appended. (CL).

AN ED254684.
AU Posey, Virginia; Johnson, Margaret.
IN Arizona Univ. Tucson. Coll. of Education.
TI Vocational Special Needs Instructional Strategies Project.
PR EDRS Price - MF01/PC03 Plus Postage.
NT 69p.
YR 84.
AB This handbook for vocational educators reviews four instructional strategies that may be used in a vocational classroom to accommodate the special needs of the handicapped and/or disadvantaged student. The strategies are task analysis, mapping, flowcharting, and peer tutoring. For each strategy, examples are given that incorporate the three distinct components of competency-based instruction: performance objectives, learning activities, and criterion-referenced activities. An introduction is followed by a description of the project that discusses learning strategies and the use of these strategies to meet individual differences and promote integration. Each of the next four chapters focuses on one of the strategies. The strategy is first described, and examples are given of how the strategy can be used in vocational content areas. Implementation of the strategy and evaluation to determine its effectiveness (student progress) are then discussed. A section on conclusions cites some advantages of the use of the strategy. A list of references is appended. (YLB).

AN ED255716.
IN New York State Div. for Youth, Albany.
TI Vocational Assessment Instruments Reference Guide. A Review of Interest, Aptitude & Pre-Employment/Job Readiness Tests.
PR EDRS Price - MF01/PC10 Plus Postage.
NT 250p. ; Funded by a grant from the New York State Job Training Partnership Council. Printed in colored type on colored paper.
YR 85.
AB This guide is designed to serve as a reference to assist providers of Job Training Partnership Act-funded programs in selecting appropriate interest, aptitude, and pre-employment and job readiness tests.

Descriptions of 53 interest tests, 38 aptitude tests, and 37 pre-employment and job readiness tests are provided. Each description contains information pertaining to some or all of the following: year of publication, target population, reading level, scoring procedures, time required to use the instrument, instrument format, measurement scales, comments from technical reviews, and data concerning test validity and reliability. A list of publishers' addresses and a bibliography conclude the guide. (MN).

AN ED255744.
AU Kremer, Nick, Ed.; And Others.
TI Approaches to Employment Related Training for Adults Who Are Limited-English Proficient (ERTA-LEP).
PR EDRS Price - MF01/PC03 Plus Postage.
NT 70p.
YR 84.
AB This guide identifies four distinct approaches to employment-related training for limited-English proficient (LEP) adults. All of the approaches assume an intensive language instruction component, Vocational English as a Second Language. Following an introduction is a section that deals, in a general sense, with some key concerns shared by all four approaches: finances, administrative support, staff development, a competency-based philosophy, support services, and cross-cultural training. Each of the next four sections focuses on one approach, each of which is idenfified by its setting: the English-as-a-second-language approach, the vocational program approach, the work experience approach, and the workplace approach. An implementation checklist appears first in each section. Each of the approaches is divided into four parts: understanding the approach (a definition and description), identifying the goals (an explanation of the approach's major aims), sizing it up (evaluative comments about advantages, uniqueness, or particular suitability of the approach), and making it or breaking it (suggestions for making the program work). Other contents include a glossary, an appendix with sample forms and supplementary materials, and a bibliography. (YLB).

AN ED256873.
AU Nelson, Delores; Hammer, Debra Goss.
IN Fayette County Public Schools, Lexington, Ky.
TI The Fayette County Vocational Assessment Guide. A Practical, Secondary-School Vocational Assessment System.
PR EDRS Price - MF01/PC06 Plus Postage.
AV Fayette County Public Schools, 701 East Main Street, Lexington, KY 40502 ($12.00).
NT 136p.
YR 85.
AB This document is a guide to vocational assessment of secondary school students, especially those who have disabilities. It was developed for use in Fayette County, Kentucky, but can be adapted for use in other areas. The nine sections of the guide discuss the background and procedures for conducting student assessments. The first four sections of the guide explain the importance of assessment, describe such components of assessment as job analysis, determine how an in-school assessment is different, and discuss disabilities and their effects upon assessment. The assessment process is detailed in section five, the longest section. Implementation, phases, staff orientation, recommended forms, and reports are included. This section is followed by a description of the Fayette County Vocational Assessment Center, an evaluator's checklist for implementing vocational assessment in school, and a discussion of staff qualifications and duties in the evaluation process. The final section discusses special considerations of specific handicapping conditions. Appendixes, amounting to more than half of the document, contain a bibliography of vocational assessment instruments, cover adaptations of instruments, provide forms, describe staff development packets that are available, and list other resources. (KC).

AN ED256939.
IN Texas A and M Univ. College Station. Dept. of Industrial, Vocational and Technical Education.
TI Modified Building Trades. A Parallel Curriculum for Mainstreamed Handicapped Students.
PR EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
NT 177p. ; For a related document, see CE 041 483.
YR 85.
AB This curriculum guide has been developed to assist vocational and special education teachers in teaching handicapped and disadvantaged students in a building trades course. The guide contains suggestions

and experiences that are necessary to support the achievement of specific competencies. The guide is divided into units of instruction containing major and minor blocks. It is sequenced secondarily to skills or jobs that progressively build upon one another. Activities and experiences for both regular and special needs learners are provided. These activities are explained in notes to the teacher. All of the units of instruction are intended to enable students to develop skills for employment in the building trades field. The first four units of this guide are directed toward developing acceptable behavior by handicapped students for the work world. They provide extensive explanations to the teacher of what to teach and how to teach it. Material covered in these units include the following topics: how to use the guide and the rationale for it, preliminary occupational exploration, pre-employment laboratory application, and preparatory instructional development. The second part of the guide contains a four-unit project for building a single-family dwelling. Units cover concrete foundation, walls and partitions, roof, and finishing. Parallel tasks and expectations for regular and handicapped students are provided. (KC).

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AN ED256940.
IN Texas A and M Univ. College Station. Dept. of Industrial, Vocational and Technical Education.
TI Vocational Agriculture I. A Modified Curriculum for Handicapped Students.
PR EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
NT 98p. ; For a related document, see CE 041 492.
YR 85.
AB This curriculum guide has been developed to assist vocational and special education teachers in teaching handicapped and disadvantaged students in a beginning vocational agriculture course. The guide contains suggestions and experiences that are necessary to support the achievement of specific competencies. The guide is divided into units of instruction containing major and minor blocks. It is sequenced secondarily to skills or jobs that progressively build upon one another. Activities and experiences for both regular and special needs learners are provided. All of the units of instruction are intended to enable students to develop skills for employment in agriculture. The guide contains eight units. Each of the units is divided into several lessons, each containing preferred and minimum student expectations, classroom activities, and a glossary. Some of the topics covered include the following: how to use a modified curriculum, breeds of farm animals, soil and water use and protection, crop production, agricultural mechanics, use of tools, supervised farm experience programs, and Future Farmers of America. (KC).

AN ED257262.
AU Hughes, Selma; Brewer, Jeanne.
TI Postsecondary Programs for Learning Disabled Students.
PR EDRS Price - MF01/PC02 Plus Postage.
NT 32p. ; Paper presented at the Annual Southwest Regional Conference of the International Reading Association (13th, Albuquerque, NM, January 24-26, 1985).
YR 85.
AB The paper provides an overview of issues in postsecondary education programing for adults and adolescents with learning disabilities. Information provided is derived from a literature review and research and clinical experience. Definitional distinctions between learning disabled (LD) and underachieving students are noted and characteristics (both educational and psychological) of LD individuals are reviewed in terms of reading, written language, oral language, organizational skills, and interpersonal relationships. Elements of successful college programs are seen to include differentiated admission testing, remediation of basic skills, assistance in course content and counseling. Appended material includes a list of typical problem areas for LD college students in cognitive, language, work and study habits, social, perceptual-motor, academic, and affective skills. (CL).

AN ED257297.
AU Maurer, Lydia.
IN Arizona State Dept. of Education, Phoenix, Div. of Career and Vocational Education; Arizona Univ. Tucson, Coll. of Education.
TI Opening Doors: Educating the Disabled.
PR EDRS Price - MF01/PC04 Plus Postage.
NT 84p. ; Paper based on handbook was presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April

15-19, 1985]. For related document, see EC 172 726.

YR 85.

AB The handbook is intended to give regular vocational educators basic information about integrating disabled students into their classrooms. An initial section addresses common concerns of vocational teachers, including ways to overcome fears and raise the comfort level, safety, basic special education laws, roles of a vocational teacher in the Individualized Education Program meeting, reasonable accommodations, discussions with non-handicapped peers, and additional personnel. The next section contains information on six disabilities: epilepsy, learning disabilities, hearing impairments, mental retardation, mobility impairments, and visual impairments. Case studies are presented in which students describe their difficulties, teachers' attitudes towards them, and their school and work experiences. The concluding section outlines mini-activities involving role playing and simulation of disabled persons. A glossary, references, and bibliography are appended. [CL]

AN ED258525.

AU Wehman, Paul, Ed.; Hill, Janet W. Ed.

IN Virginia Commonwealth Univ. Richmond. Rehabilitation Research and Training Center.

TI Transition From School to Work.

PR EDRS Price - MF01/PC05 Plus Postage.

NT 118p. ; Section II of: Competitive Employment for Persons with Mental Retardation: From Research to Practice. Volume I [EC 180 258].

YR 85.

AB Six papers address issues in the transition from school to work for mentally retarded and developmentally disabled young adults. The first presents a three-stage vocational transition model emphasizing functional curricula, integrated services, community-based instruction, involvement of parents and adult services representatives, and a diversity of options for the client. The second paper presents findings from interviews with 300 parents of young adults with mental retardation. An overall unemployment rate of 58% was revealed. The third paper discusses employment-oriented instructional guidelines and curriculum suggestions for students at elementary, intermediate, and secondary levels. A study of community integration of 300 young adults is presented in the fourth paper, with results indicating that the individuals were generally satisfied with their present situation. Paper 5 describes a study of the employment status of 117 young adults with moderate, severe, or profound mental retardation. High unemployment rates of nearly 88% were found with only 14 persons holding real jobs in nonsheltered work environments. The final paper applies the supported work model to job placement of students in the public schools. [CL].

AN ED260238.

AU McKinney, Lorelle A.; Vreeburg, Margarethe.

IN Ohio State Univ. Columbus. National Center for Research in Vocational Education.

TI Extending Horizons: Student Paths to Employment. Research and Development Series No. 257B.

PR EDRS Price - MF01/PC03 Plus Postage.

AV National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 [RD257B--$2.75].

NT 56p. ; For related documents, see CE 042 217-223.

YR 85.

AB This workbook for the handicapped person involved in the transition from education to work, five other companion documents, and an inservice guide comprise a series developed for assisting disabled persons in their transition from school to work. This guidebook is intended for use by the student either independently or with guidance from a support team leader, the classroom teacher, or counselor. An introduction is followed by sections on understanding one's team, exploring careers, getting ready for the world of work, looking for jobs, surviving on the job, and understanding the laws that affect handicapped youth. Each section contains information, suggestions, activities, and worksheets. A bibliography concludes the workbook. [YLB].

AN ED260259

AU Kok, Marilyn R. Ed.

IN Texas A and M Univ. College Station. Coll. of Education.

TI Assessment and Evaluation Materials. A Resource Guide. Vocational Special Needs Landing Library.

PR EDRS Price - MF01/PC02 Plus Postage.
NT 38p. ; For related documents, see CE 042 267-276.
YR 84
AB This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available materials dealing with assessment and evaluation. Covered in the individual sections of the guide are the following topics: general resources; tests, inventories, schedules, questionnaires; bibliographies, directories, and resource lists; and assessment resources related to the following: (1) special learning needs of bilingual, emotionally disturbed, hearing-impaired, learning-disabled, mentally retarded, physically disabled, and severly disabled students; (2) vocational education; (3) the individual education plan; (4) rehabilitation; and (5) services for adults. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

AN ED260299.
IN California State Dept. of Education, Sacramento.
TI Teaching Basic Skills in Business Education.
PR EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
AV Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802.
NT 105p. ; Developed by the Statewide Basic Skills in Business Education Task Force.
YR 84.
AB This document provides a business education model or set of criteria against which instructional practices in basic and survival skills may be compared. These criteria are valid for business instruction at the 9th- through 12th-grade levels. Section 1 contains the Business Education Survival Skills Matrix. An "x" indicates that 50 percent or more of respondents agreed that the survival skill is taught/retaught in the business education course/program area named. Section 2 contains the Business Education Basic Skills Matrix. An "x" indicates that 50 percent or more of respondents agreed that the basic skill is taught/retaught when applied to survival skills taught/retaught in business education. Section 3 is an outline containing a few ideas and resources for promoting business education as a necessity for teaching survival and basic skills. The storyboard in section 4 provides a script or script guidelines and suggested pictures that any business educator could use to develop a promotional support package. Section 5 is a listing of classroom resources for incorporating basic skills into business education. Section 6 provides diagnostic and prescriptive techniques for teaching disadvantaged students. These resources are included: student assessment checklist, textbook quiz, learning modality test, material suitability survey, sample instructional materials, and selected resources. (YLB).

AN ED260784.
AU Chaloupka, Diane; Papiernik, Kathleen, Ed.
IN Lake County Coll. Grayslake, Ill.
TI Project VOICE (Vocational Occupations for Industrial Communications English): A Competency Based Education Curriculum for the Limited English Proficient in Building Maintenance.
PR EDRS Price - MF03/PC27 Plus Postage.
NT 652p. ; Funded under the Job Training Partnership Act.
YR 85.
AB Developed for vocational educators of short-term or long-term programs, this manual presents a complete competency-based curriculum in building maintenance for the advanced limited English proficient student. Following instructions on use of the manual and recommended references, a student tracking system and record sheet are provided, which list task number, competency description, job title pertaining to the competency, and date of completion. The bulk of the manual consists of competency sheets for each of the 711 tasks covered on the tracking form, focusing on the following eight areas: (1) plumbing; (2) custodial; (3) carpentry; (4) masonry; (5) electrical; (6) heating; (7) small engines; and (8) supporting skills such as welding, swimming pool maintenance and appliance service maintenance. Each competency sheet presents the task the student will perform; conditions under which the task will be performed; tools and equipment; task steps; student evaluation sheet or written test; learning activities; and supplemental sheets which provide information or study words. A sample certificate of completion is appended. (LAL).

AN ED261497.
AU Lister, Robert J.
TI Transition from School to Work. Resource Paper No. 42.
PR EDRS Price - MF01/PC01 Plus Postage.
NT 8p. ; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
YR 85.
AB The paper describes one approach to the school to work transition problems of handicapped students. The model features community involvement, on-site vocational assessment, prevocational instruction in the junior high school, on-site supervision, and interagency collaboration. The need for a functional curriculum is emphasized, including appropriate training activities, functional academic skills, social skills, and supervised work experience. An outline of content areas for a comprehensive secondary curriculum is offered, including industrial training and formal vocational assessment (grades 9 and 10), functional academics, referral to vocational rehabilitation and full time employment in the summer prior to the senior year (grade 11), and social skills curriculum and vocational and/or therapeutic counseling (grade 12). (CL).

AN ED261504.
AU Squires, Sandra K.
TI Grading Handicapped Students in Vocational Education Programs.
PR EDRS Price - MF01/PC01 Plus Postage.
NT 17p.
YR 85.
AB The page examines several basic grading procedures, noting the advantages and disadvantages of each procedure for handicapped students. Eight alternatives to grading are mentioned; of these, four are considered: (1) contract grading, (2) pass-fail grading, (3) the mastery learning approach, and (4) written evaluations (including checklists). It is suggested that a more appropriate approach than any of these commonly found practices must be worked out on a building level. Samples of grading proposals are provided which may be useful to vocational teachers, including a pass-fail system based on competency achievement for a post-secondary program with suggested time parameters of 6, 9, and 12 months; a proposal combining grading with a weighting system; and a framework consisting of a set of assumptions and a single learner progress chart. (CL).

AN ED262192.
AU Irby, Terry R.
TI Strategies for Integration Career/Vocational Education into Existing ABE/GED & ESL Classes. Getting on the Right Track.
PR EDRS Price - MF01/PC03 Plus Postage.
NT 59p. ; Paper presented at the National Adult Education Conference (Milwaukee, WI, November 8-10, 1985).
YR 85.
AB This paper presents strategies and methods for students to obtain the essential adult basic education (ABE), General Educational Development (GED), English as a Second Language (ESL), and career/vocational instruction, at the same time. A description is offered first of what was done in the Joliet Junior College ABLE Program and future plans for continuing and expanding career/vocational instruction in ABE, GED, and ESL classes. Section A contains portions of reports and memos that describe what was done, how it was done, and problems and concerns identified and addressed at each stage. Section B presents materials from a series of mini-workshops on various aspects of career/vocational education. Section C is an independent unit for instructors in effective use of the education training plan form to teach career/vocational skills to their classes. In Section D are included some actual exercises that were presented at the workshops. (YLB).

AN ED262552.
IN Wisconsin State Dept. of Public Instruction, Madison.
TI Designated Vocational Instruction: A Cooperative Process for Change. DVI Handbook.
PR EDRS Price - MF01/PC10 Plus Postage.
NT 248p.
YR 85.
AB The handbook reviews Wisconsin's use of the designated vocational instructor (DVI) in providing direct instructional support services for vocational educators and special education students enrolled in vocational education classes. DVIs facilitate cooperative relationships between special and vocational education at the local school level. Eight major categories of responsibility for the DVI in the local school setting are examined in separate chapters: (1) communication with parents, students, ancillary personnel, special educators, vocational educators, administrators, and guidance

personnel; (2) consolidation of administrative support; (3) provision of inservice; (4) vocational assessment consideration; (5) effective placement.

AN ED263360.
AU Spewock, Michael.
IN Indiana Univ. of Pennsylvania. Center for Vocational Personnel Preparation.
TI Disadvantaged Services. Final Report.
PR EDRS Price - MF01/PC05 Plus Postage.
NT 125p.
YR 85.
AB The purpose of this project was to continue the development and establishment of competencies to prepare teacher educators to work with vocational teachers who teach disadvantaged students. During the project, a list of competencies needed to assist teachers in working with disadvantaged students was developed, along with a list of competencies that are most needed for inservice training. A library of resource materials and resource persons also was established. Six seminars for teacher educators in Pennsylvania and two two-day inservice sessions for master teachers from the local education agency were conducted. Finally, an assessment instrument was developed to be used in evaluating the application of the identified competencies and to monitor individual programs. The resulting reports and curriculum materials were disseminated to the Pennsylvania Bureau of Vocational Education, to vocational educators, and to curriculum developers. (Extensive appendixes to this report include a bibliography, references, a study of disadvantaged youth, tips for diagnostic assessment of disadvantaged students, guidelines for teachers working with disadvantaged youth, seminar and workshop materials, and competencies needed for working with these students.) (KC).

AN ED263391.
IN American School for the Deaf, West Hartford, Conn.
TI Work Site Training for Special Education Students. Final Report.
PR EDRS Price - MF01/PC02 Plus Postage.
NT 46p.
YR 85.
AB A project was conducted by the American School for the Deaf in Hartford, Connecticut, to train deaf, multiply handicapped students in job readiness skills and to place them in work experience programs. The one-year project served 17 multiply handicapped, hearing-impaired students, 18 to 20 years old, who were enrolled in the Special Unit program of the school. Of these, 47 percent were minorities. Their handicaps included a severe hearing loss and one or more of the following: learning disabilities, multilingual backgrounds, educational and/or cultural disadvantagement, educational mental retardation, mild behavioral disorders, and/or visual impairments. Based on their evaluated abilities and the assessment of the instructor, students were selected and placed into transitional training work sites through the course of the school year. Students first attended classes on employability skills, then attended a temporary work assignment. Students were then moved into on- and off-campus placement, with eight students completing off-campus placements and the remainder having one or more on-campus training jobs. The project was considered successful. Recommendations were made for more aggressively recruiting off-campus employers and training them to work with hearing-impaired multiply handicapped students. The program may be continued as needs arise, possibly starting with younger students. (KC).

AN ED263395.
IN Middletown Public Schools, Conn.
TI Career Ladder: Vocational Assessment.
PR EDRS Price - MF01/PC03 Plus Postage.
NT 51p. ; For related documents, see CE 042 812-814.
YR 85.
AB This packet on vocational assessment is one in a series of materials for use with career ladder students in the Middletown, Connecticut, Public Schools. Career ladder students are those ranging from the mentally retarded to the high-risk dropout in the regular education program. The document first explains the nature and purpose of vocational assessment. The following tests and assessment instruments are then described: (1) the Texas Education Agency's Steps in Vocational Assessment, (2) the California Occupational Preference System; (3) the Harrington/O'Shea Career Decision Making System; (4) the Picture Interest Exploratory Survey; (5) the Army

Career Game Interest Inventory; (6) the P.A.Y.E.S.; (7) the Woodcock Johnson Psycho-Educational Battery; (8) the Woodcock Reading Mastery Tests; (9) the Wide Range Achievement Test; (10) the Brigance Diagnostic Inventory of Essential Skills; (11) the Stanford Achievement Test; (12) the Educational Evaluation and Remedial Assistance Mastery-Proficiency Exams; (13) the Talent Assessment Programs; (14) the PACG Inventory; (15) the American Association on Mental Deficiency's Adaptive Behavior Scale; (16) the C.I.T.E. Learning Styles Instrument; (17) the Career Maturity Inventory; (18) the Tests of Adult Basic Education; and (19) the Tri-County Cooperative Vocational Assessment forms, which include teacher assessment, prevocational behavioral checklist, vocational planning guide, assessment report, entrance criteria for local community jobs, work-related behavior assessment, job analysis, and an on-the-job rating form. (KC).

AN ED263445.
IN Ohio State Univ. Columbus. National Center for Research in Vocational Education.
TI Math on the Job. Electrician.
PR EDRS Price - MF01/PC02 Plus Postage.
NT 26p. ; For the other booklets in this series, see CE 042 983-994.
YR 85.
AB This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of electricians and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a electrician with which the student is likely to be familiar. The next two sections deal with the work environment of the typical electrician and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by electricians are provided. Various suggestions are listed for students interested in further exploring the occupation of electrician. A glossary and answer sheet conclude the booklet. (YLB).

AN ED264383.
AU Klugerman, Phyllis B. Ed.; Toye, Bernadette, Ed.
IN East Brunswick Board of Education, N.J.
TI Curriculum Guides: Programming for the Adult Mentally Handicapped Learner.
PR EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
NT 202p. ; For the other two documents in this series, see ED 194 772 and ED 208 132.
YR 83.
AB This volume includes a series of curricula designed specifically for adult mentally handicapped learners. Addressed in the individual curricula are the following topics: basic skills; bicycle maintenance and repair; manual wheelchair maintenance and repair; personal awareness; social, recreational, and art activity groups; woodworking; and work-oriented office practices. Each unit contains a set of lesson plans that include behavioral objectives, activities, lists of necessary materials and equipment, evaluation criteria, suggested reinforcement activities, and a practical application; a bibliography; and one or more appendixes containing such items as tests, check sheets, student handouts, and supplementary instructional materials. (MN).

AN ED264677.
AU Rosinek, Michele.
TI Skills Assessment Module (S. A.M.): A Unique & Practical Approach to the Assessment Process.
PR EDRS Price - MF01/PC03 Plus Postage.
AV Piney Mountain Press, P.O. Box 333, Cleveland, GA 30528 ($25.00).
NT 82p.
YR 85.
AB The Skills Assessment Module (SAM) is designed to assess special needs students' affective, cognitive, and manipulative strengths and weaknesses in relation to vocational skills required in various training programs within a school system. Initial sections outline procedures and techniques (including paper-pencil tests, hands-on skill modules and work behavior rating) and administration guidelines for SAM. Twelve hands-on modules are then explained in terms of

purpose, materials, activity, verbal cue, interpretation, and scoring: (1) mail sort; (2) alphabetizing; (3) etch-a-sketch maze; (4) payroll computation; (5) patient information memo; (6) small parts; (7) ruler reading; (8) pipe assembly; (9) O rings; (10) block design; (11) color sort; and (12) circuit boards. Additional information in the manual includes test interpretation guidelines, technical information, reporting forms, and an instrument to measure learning styles. (CL).

AN ED265352.
AU London, Samuel B.; Cole, Jack.
IN New Mexico State Univ. Las Cruces.
TI Career Education Program for Exceptional Students: An Implementation Guide.
PR EDRS Price - MF01/PC06 Plus Postage.
NT 128p.
YR 85.
AB This document provides guidelines for designing, implementing, and evaluating the effectiveness of a district-specific career education program for special education students. Part I lists 10 activities to design, implement, and evaluate a cost-effective career education program. Examples are included of the outcome of each activity. Activities are as follows: establish a career education committee, develop district career education goals, describe the current special education and vocational education programs, conduct an assessment of community and educational resources, develop a career education program, develop career education curriculum topics, receive staff input regarding the program, conduct a workshop to initiate the program, evaluate program effectiveness, and revise the program. Part II contains an example of a district's career education goals, data collection instruments (current special education and vocational education programs; special education's vocational education program and services; vocational services to special education students in vocational education personnel; parent, student, and graduate attitudes about special education program; employing special education students in community businesses; services to special education students by community agencies; program effectiveness feedback form), and examples of a career education program and career education curriculum topics. Appendixes include an architectural checklist, a glossary, and a 20-page bibliography. (YLB).

AN ED265416.
IN Gateway Technical Inst. Racine, WI.
TI Laboratory Analysis within the Vocational Technical School as Adapted (from) a Guide to Job Analysis (by the) U.S. Department of Labor.
PR EDRS Price - MF01/PC02 Plus Postage.
NT 50p.
YR 85.
AB The importance of analyzing laboratory situations in a technical school special needs area is increasing rapidly. Such a system is essential for objectively analyzing the content of laboratories and describing the tasks performed there in a standardized and easily understood manner. The laboratory description can be easily used to provide program placement information to advisors of special needs students. It becomes a basic document for special needs staff orientation and student assessment. The laboratory analysis used in this document was based on a job analysis technique developed by the U.S. Department of Labor. This system identifies and describes in a systematic, succinct manner the following components: (1) what the student is required to do in the laboratory in terms of activities or functions; (2) how the laboratory activities are done—the methods, techniques, or processes involved, and the devices used; (3) student characteristics—the skills, knowledge, abilities, and adaptabilities needed to accomplish the laboratory activities; (4) the results of the laboratory activities—the goods produced, services given, and materials used; and (5) the context of the laboratories in terms of environmental factors and the nature of the student's discretion, responsibility, or accountability. The use of this adaptation of job analysis techniques within a vocational technical school's laboratory will allow for increased access, increased quality, and increased success for special needs students in vocational education. (KC).

AN ED265691.
AU Cohen, Monte.
IN Stepping Stones Growth Center, Oakland, CA.
TI Learning to Work: Transitioning Youth with Developmental Disabilities.
PR EDRS Price - MF01/PC03 Plus Postage.
AV Stepping Stones Growth Center, 1720 Adeline, Oakland, CA 94607 ($10.00).
NT 70p.

YR 84.
AB The paper describes Stepping Stones Growth Center, which prepared handicapped students for transition into competitive employment. The origins of the program and its emphasis on functional skill training are reviewed, followed by a description of three levels of services: a "ready" class stressing basic skills, a "set" class emphasizing motivational training, and a "go" class which focuses on job readiness and eventual job placement. Both janitorial/grounds maintenance and food preparation classes are described, as are such ongoing activities as mobility training, money management, time management, and assertiveness training. Additional information addresses a timeline for transition and an individualized education program checklist. Extensive appendices contain several evaluation forms, course outlines, and publicity materials, including a newsletter. (CL).

AN ED286246.
AU Lehmann, Jean P.; McAlonan, Susan J.
IN Colorado State Board for Community Colleges and Occupational Education, Denver; University of Northern Colorado, Greeley.
TI Vocational Assessment Handbook.
PR EDRS Price - MF01/PC08 Plus Postage.
AV Vocational Teacher Education, University of Northern Colorado, McKee 425, Greeley, CO 80631 ($10.00).
NT 183p. ; The greater part of the manual is printed on colored paper.
YR 85.
AB This handbook is intended to assist educational and other institutions to meet the requirements of the Carl D. Perkins Vocational Education Act of 1984 by developing and/or enhancing vocational assessment services for special populations throughout Colorado. The first section outlines the purposes, strategies, and outcomes of the vocational assessment process; details procedures for planning and developing an assessment center; and provides sample forms for the assessment process. The next four sections address the following aspects of the vocational assessment process: content and scope, screening assessment, specific skill assessment, and procedures for reporting vocational assessment information. Each of these sections includes guidelines and forms for implementing the specific aspect of assessment under discussion. Concluding the guide is a section explaining available resources in the following areas: individualized education plans (IEPs), individualized written vocational plans (IWVP), Colorado resources, reading assessment, use of the Dictionary of Occupational Titles (DOT), labor market information resources, and experiential tests. (MN).

AN ED267230.
AU Putnam, A. R.; And Others.
TI Transitions from School to Work: Helping the Special Student.
PR EDRS Price - MF01/PC01 Plus Postage.
NT 18p. ; Prepared by the Vigo County School/Community Advisory Committee for Vocational Special Education Planning.
YR 85.
AB An advisory committee comprised of school officials and community members was formed to assess the provision of special vocational programming to handicapped students served by the Vigo County School Corporation (Indiana). The committee examined student needs-related, school and curriculum-related, and business-related issues addressed in Federal legislation concerning vocational education and special needs populations (with special focus on the provisions of the Carl D. Perkins Vocational Education Act of 1984). The committee concluded that the county should develop programs to provide employability training in the school, a transition program from school to the community, and actual experiences and training in work stations throughout the community. It was also recommended that the county (1) develop a comprehensive career awareness/education program early in the special education curriculum, (2) implement a comprehensive vocational assessment program for all special students, and (3) establish cooperative and information-sharing procedures with all local organizations involved in job placement and followup for handicapped individuals. (MN).

AN ED267248.
AU White, Marilyn R.
TI Vocational Opportunities for Rural Handicapped Students.
PR EDRS Price - MF01/PC01 Plus Postage.
NT 14p. ; Paper presented at the International Collaborative Conference on Careers (Miami, FL, March 26-28, 1986).
YR 86.

AB The VORHS Program [Vocational Opportunities for Rural Handicapped Students] was developed for a rural school district in Wyoming. It grew out of the need for a curricular system that could [1] provide the means of constructing individual courses to meet the needs of the handicapped population and also satisfy local graduation requirements; [2] provide a four-year curriculum to address prevocational skills and skill building through vocational training; [3] relate academic needs to a work situation; [4] extend the career opportunities offered through usual high school course offerings; and [5] identify and encourage the support of community resources to expand the instructional capabilities of the school staff. The model that was developed was adapted for use with handicapped students from the Experience Based Career Education program developed by the Northwest Regional Educational Laboratory [1975]. The program is individualized and personalized, community based, emphasizes career development, and has a comprehensive integrated curriculum. Students have an individualized educational plan and take courses from the curriculum as needed. The schools provide two major instructional programs, VESEP I and II [Vocational Education, Special Education Project], through Central Michigan University in response to a state mandate for a written vocational education plan for handicapped students. The program has been successful in gaining community support and placement of students in community jobs and may be expanded to other districts in Wyoming in the future. [Author/KC].

AN ED267258.
AU Smith, Harland D.
IN Jefferson County Board of Education, Louisville, Ky.
TI Non-Sheltered Employment for Severely Handicapped Students. Program Handbook.
PR EDRS Price - MF01/PC05 Plus Postage.
NT 121p.
YR 85.
AB This handbook is intended to assist vocational instructors in replicating the program to provide non-sheltered work experience to severely handicapped individuals. The first section is a description of the original program that was developed through the coordinated efforts of staff from three vocational schools in Kentucky. Included in the next section are guidelines for organizing workstations, procedures for identifying job training stations, task analyses for 23 jobs that were developed at 8 sites during the original project, and checklists of the abilities that each of the sites required of entry-level students. The third section discusses making community contact and developing incentive programs for employment. Information concerning evaluation of the original program is provided in the fourth section. [Appendixes to this handbook include a sample parent letter, insurance information form, photo release, transportation waiver, workstation training agreement, and birth verification form as well as a storyboard for a slide presentation.] [MN].

AN ED267259.
AU Jarrett, Pat.
IN Jefferson County Public Schools, Louisville, Ky.
TI Community-Based Vocational Training Project. Final Report and Program Manual.
PR EDRS Price - MF01/PC05 Plus Postage.
NT 113p.
YR 85.
AB This manual describes a project [a joint, cooperative venture among local businesses, Roberts B. Tully School—Louisville, Kentucky—and the Kentucky State Office of Vocational Education] that outlines the process for beginning a community-based vocational education program for mentally, physically, and multiply handicapped students. Section I provides an overview of the project, which emphasizes systematic on-the-job training for this population. A flowchart of activities is presented, and the roles of project participants are identified. Program accomplishments and recommendations and future needs are also listed. Section II contains required forms, including travel waivers of responsibility, application form, parent permission letter, schedule adjustment form, and photograph release form. Section III contains sample school and teacher schedules. Section IV presents letters and inventory forms prepared to inform parents about the total program and gather student information in five domains in which students will be expected to perform in the future. Section V provides materials used in employer contacts: explanation of community work sites, program design for gathering work site sponsor information, work site information sheet, and employer evaluation

forms. Section VI contains several teacher-developed task analyses at various work sites, a sample task schedule, and student performance log. Storyboards for an employer or community slide presentation and a teacher or parent inservice slide presentation are appended. (YLB).

AN ED267260.
AU Cline, Ann Willett; Snyder, Douglas.
IN Western Kentucky Univ. Bowling Green. Center for Career and Vocational Teacher Education.
TI The Computer as an Instructional Tool in Special Vocational Programs (VIP-Liaison).
PR EDRS Price - MF01/PC02 Plus Postage.
NT 50p.
YR 85.
AB This software resource directory is designed for use by teachers in the Vocational Improvement Programs (VIP)/Liaison in Kentucky who work with secondary special needs learners enrolled in a vocational education program. Section A contains a literature review of available information as it relates to microcomputers, education, and special needs learners. A list of reference books provides annotations that highlight the key concepts. Periodicals on microcomputers and special needs are cited. Section B is a software evaluation form. Section C consists of two lists: list I, "Software Suggestions," is a sample of available programs that represent vocational and academic courseware and teacher utilities; list II, "Additional Software," identifies programs recommended by external sources that are appropriate for special education and/or vocational education. Section D lists producers/distributors of software in alphabetical order. This information is provided: mailing address, telephone number, type of hardware supported, distribution policy, and a short annotation of types of software produced or distributed. Section E provides a quick reference chart for information about the types of software available from the companies listed in section D. [Throughout, resources available at the Center for Career and Vocational Teacher Education, Western Kentucky University, are so indicated.] (YLB).

AN ED268282.
AU Rodewald, Dave.
IN Lake Washington Vocational Technical Inst. Kirkland, WA.
TI Math Basic Skills Module for Disadvantaged Electronic Students. Final Report.
PR EDRS Price - MF01/PC05 Plus Postage.
NT 109p. ; Student Handbook and Electronics Math Processes and Solutions for Basic Mathematics for Electronics listed in document are not available from ERIC.
YR 85.
AB A project was undertaken to develop a remedial academic curriculum and materials that would help disadvantaged students gain the basic mathematics skills necessary to succeed in an electronics program. Major activities of the project included development of a bibliography of currently available math resource books with materials appropriate for use with disadvantaged students, a school staff evaluation of the current electronics program with regard to students' math needs, evaluation of the remedial program currently in place for electronics students, and development of a student handbook that includes a step-by-step process for solving electronics-related algebra problems. Appendixes (the major portion of the report) include a discussion of the scope and sequence of electronics-related math concepts and processes; vocabulary, metric relationships, and mathematical formulas for electronic-related math; guidelines for using a three-prong model to plan instruction of electronics-related math; and a bibliography. (MN).

AN ED268285.
AU Baggett, Connie D.
IN Pennsylvania State Univ. University Park. Dept. of Agricultural and Extension Education.
TI Vocational Guidance for Special Needs Students: A Handbook for Helping Counselors Do a Better Job. Teacher Education Series, Vol. 26, No. 1.
PR EDRS Price - MF01/PC03 Plus Postage.
NT 63p.
YR 85.

AB This handbook is intended to assist guidance counselors involved in helping special needs students choose vocational programs. Included in the manual are an overview of 9 special needs populations; position statements of the American School Counseling Association and on rehabilitation and school counselors working together; guidelines for selecting, administering, scoring, and reporting results of tests used in assessing special needs students for educational programs; prevocational policy for mainstreamed students; lists of 40 occupations with the largest projected growth and 20 fastest growing occupations for 1982-1995; a description of typical course offerings in area vocational-technical schools; descriptions of 33 different programs offered in area vocational-technical schools; and guidelines for administering different types of standardized vocational tests. (MN).

AN ED268331.
AU Daniels, Dale; And Others.
IN Hardin County Board of Education, Elizabethtown, Ky.
TI Using the Computer in Special Vocational Programs. Teacher's Guide.
PR EDRS Price - MF01/PC06 Plus Postage.
NT 128p. ; For a related document, see CE 044 209.
YR 85.
AB This guide is intended to assist vocational educators in providing computer-assisted basic skills instruction to students in special vocational education programs. Addressed in the individual units of the curriculum are the following topics: components and use of the TRS-80; self-assessment; reading (job clusters); language arts (business letters and applications for secretarial and teacher's aide positions); employability skills and the value of education; mathematical operations; money and work (business math, checking accounts and check registers, proper money management, personal budgets); reasons for drug use and the drug scene; resume writing; library skills; community service and jobs; computation of mathematical averages; fractions; problem-solving skills, and job responsibility and goal setting. Each of these units contains some or all of the following: behavioral objectives, a list of resources needed, student evaluation criteria, instructional text, one or more learning activities or quizzes, sample computer programs, and answers to the activities provided. The guide also includes a pretest, posttest, and list of references. (MN).

AN ED268702.
AU Zigmond, Naomi; And Others.
IN Council for Exceptional Children, Reston, Va; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
TI Teaching Learning Disabled Students at the Secondary School Level. What Research and Experience Say to the Teacher of Exceptional Children.
PR EDRS Price - MF01/PC03 Plus Postage.
AV The Council for Exceptional Children, Publication Sales, 1920 Association Dr. Reston, VA 22091 ($6.00, member price $5.10; Publication No. 305).
NT 51p. ; Special Project: A Teacher Center Experience for Secondary Special Education Teachers.
YR 86.
AB The booklet examines issues and strategies in serving learning disabled (LD) secondary students. Chapter 1, on program development, reviews such program options as varieties of the resource room model and self-contained class and examines three major factors involved in decisions about program emphases: (1) administrative practices, (2) teacher orientation, and (3) student characteristics. The second chapter considers three aspects of instructional planning: assessment of individual instructional needs, student motivation, and classroom organization and student behavior management. Research is reviewed in chapter 3 on elements that affect student learning and implications are drawn for LD teachers in terms of interaction with students, structure of lessons, and learning time. Chapter 4 briefly discribes indirect services, such as consultation and communication with other teachers. Chapter 5 concludes the booklet by offering 10 recommendations for LD teachers including conducting systematic assessments, stressing motivation, and planning instruction carefully. A reference list is provided. (CL).

AN ED268722.
IN Bergen County Region III, Demerest, NJ. Div. of Special Education.
TI (VIEW Level, Special Education Core Curriculum Manual.) I.E.P. Development Guide.
PR EDRS Price - MF01/PC03 Plus Postage.
NT 64p. ; The document is a revision of ED 255 014.
YR 86.

AB The Individualized Educational Program development guide is intended for handicapped students at the VIEW level (Vocational Instruction and Experience Workshop). Goals, objectives, and activities are specified for each of seven categories (sample subsections in parentheses): (1) assembly skills (collating, sorting, filing, folding); (2) woodworking skills (hand tools, electric tools, hardware); (3) graphic arts skills (presstype printing, offset printing); (4) measurement skills (linear measurement, money, time); (5) plastic skills (sign engraving, injection molding, heat sealing); (6) horticulture skills (plant growth preparation, plant production, greenhouse); and (7) food (kitchen appliances, cooking methods). A brief career awareness section concludes the guide. (CL).

AN ED269627.
AU Robey, Mike.
IN Central Valley School District #356, Spokane, WA.
TI Project Interface. Curriculum Development Project. Final Report.
PR EDRS Price - MF01/PC01 Plus Postage.
NT 19p.
YR 85.
AB Project Interface was designed to bring together the two distinct fields of special education and vocational education in order to blend the efforts of the two fields to overcome several problems: differing vocabularies, methods, content, vocational evaluation, appropriate placement, teacher preparation, and the differing expectations of special education and vocational personnel. To bridge these disparate elements, Project Interface brought together vocational and special education personnel from three different school districts in the state of Washington. These educators designed and implemented a vocational education model to increase access to vocational training programs by special education/special needs students and to assist mainstreamed students while they are enrolled in vocational education classes. The vocational education model prepared by Project Interface encompasses the following elements: (1) vocational assessment, (2) entry-level skills, (3) materials, (4) curriculum, and (5) individualized educational plan (IEP) involvement. This standardized life-centered model for special education students is expected to enhance all aspects of vocational education for special students and promote building-level support teams for high school teachers involved in the project. (Author/KC).

AN ED269914.
AU Glascoe, Lynda Gayle; And Others.
IN Council for Exceptional Children, Reston, Va; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
TI Life Centered Career Education: Activity Book Two.
PR EDRS Price - MF01/PC05 Plus Postage.
AV The Council for Exceptional Children, Publication Sales, 1920 Association Dr. Reston, VA 22091 ($9.95, $8.45 member price; Publication No. 304).
NT 103p. ; For a related document, see EC 182 397.
YR 86.
AB The book provides suggestions for activities designed to infuse life skills into the basic curriculum for adolescents and older students with disabilities. Modeled after the Life Centered Career Education approach, the book presents activities geared to three domains (sample competencies in parentheses): (1) daily living skills (managing family finances, buying and preparing food, using recreation and leisure, and getting around the community); (2) personal-social skills (achieving self awareness, maintaining good interpersonal skills, achieving independence); and (3) occupational guidance and preparation (knowing and exploring occupational possibilities, obtaining a specific occupational skill, and seeking, securing, and maintaining employment). For each activity, information is presented on relevant competencies and subcompetencies, academic component, objective, type of activity, and followup/evaluation. (CL).

AN ED270239.
AU So, Alvin Y.
TI Hispanic Education in the 1980s: Issues and Analyses.
PR EDRS Price - MF01/PC11 Plus Postage.
NT 256p.
YR 85.
AB Written in the social context of the United States in the 1980s and based on information about Hispanic students, parents, teachers, and schools contained in the national High School and Beyond data set, this book addresses critical issues regarding the status of Hispanic education of interest to Hispanics, policymakers, and academicians. Part I offers a brief historical review and describes the data set. Part II considers the cultural deprivation perspective, focusing on

high-achieving Hispanic language minority students from low socioeconomic backgrounds. The two chapters in this part question whether it is necessary to strip Hispanic disadvanteged students of their language and cultural identity in order to promote academic achievement and examine the assertion that Hispanic parents have low educational aspirations for their children and do not exhibit interest in and/or encouragement of their children's education. Part III probes issues relating to the structural perspective: characteristics of high density ethnic minority barrio schools and bias on the part of both Anglo and Hispanic teachers toward Hispanic students. Part IV examines issues emerging in the early 1980s: impact of language of instruction on educational achievement; whether language minority background or low socioeconomic status is more important in explaining Hispanic educational attainment; and consequences of cutbacks in financial aid programs on the college-going behavior of Hispanic students. Part V contains a concluding chapter drawing together the implications of the study. (NEC).

Database Description

Vocational Education Curriculum Materials (VECM) was developed in 1982 as a cooperative effort of the National Center for Research in Vocational Education and the six curriculum coordination centers (CCCs) that comprise the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE). The National Center and the CCCs continue to work together in building and maintaining VECM.

The database contains over 6,000 records of both print and nonprint materials, including microcomputer courseware. VECM is updated quarterly. Currently it has no print equivalent. A Classification of Instructional Programs, published by the National Center for Education Statistics, is used for subject classification. A complete VECM citation as it appears in the database is in appendix C.

Availability of Materials

VECM materials have several kinds of availability: loan, rental, free, and purchase. The availability source is listed for the individual materials. Many of the materials on loan are available from the resource collections of the CCCs for a period of 2 weeks or more.

Access

VECM is a public file maintained by the National Center and available to subscribers of BRS Information Technologies, Inc. It is sponsored by the Office of Vocational and Adult Education, U.S. Department of Education. For more information contact Dr. Shirley A. Chase at the National Center (800) 848-4815.

Special Needs Materials

VECM contains materials developed specifically for handicapped, disadvantaged, limited English, and bilingual students. VECM also includes many materials considered appropriate for both regular and special needs students. Examples of recently developed (1983 or later) special needs instructional materials excerpted from VECM are included in this section. Both print and nonprint materials are included. Many of the items listed are one of a series and were selected to illustrate the kinds of materials available. To learn what other titles are in the series and to identify other special needs materials a computer search of VECM is recommended. Search services are offered nationwide by colleges and universities,

state departments of education, and others, including the CCCs. Additionally, curriculum developers are encouraged to submit their materials for announcement in VECM to the CCC serving their region. The names and addresses of the six CCCs and the states served by each are in appendix D. Exhibit 2 is a detailed sample record from VECM.

EXHIBIT 2
Sample VECM Record

Accession Number	AN	003145.
Title	TI	Career Awareness for the Limited English Proficient Curriculum Guide. (Township of Ocean School District).
Year	YR	1983.
Developer	DV	Township of Ocean School District, Office of Special Projects. 163 Monmouth Road. Oakhurst, NJ 07755. DiMattio, Susan Cole; Grant, Susan Palaia.
Subject Matter	SM	Education. Education. Bilingual-Bicultural-Education. Bilingual-Bicultural-Education.
Educational Level	EL	K-6; 7-8; 9-10; 11-12.
Intended User	IU	Teacher.
Student Target Population	SP	Limited English; Bilingual.
Print Material	PM	Curriculum Guide.
Format (Number of pages in print material)	FO	125 pp.
Nonprint Media	NM	Microfiche; Microfiche #NJ-93.
Descriptive Note	DN	This curriculum guide includes twenty-five lesson plans designed to reinforce ESL (English as a Second Language) skills. The second section of the guide provides educators with careful evaluations for over forty different career awareness instructional materials. The third section is a detailed resource directory listing businesses, community individuals, and educational personnel who could assist in developing career awareness for the LEP (Limited English Proficient) student.
Availability	AV	Loan 2-4 weeks. Northeast Curriculum Coordination Center, New Jersey Vocational Education Resource Center, Rutgers, The State University, Crest Way, Aberdeen, NJ 07747. (201) 290-1900

AN 001882.
TI Microcomputer Evaluation of Career Areas (MECA), Cosmetology.
YR 1984.
SM Consumer-Personal-Miscellaneous-Services.
Personal-Social-Development.
Consumer-Personal-Miscellaneous-Services. Basic-Skills.
Personal-Services. Basic-Skills.
Cosmetology. Job-Seeking-Changing-Skills.
EL 9-10; 11-12; 13-14; Adult.
IU Student; Teacher; Counselor.
SP Regular; Disadvantaged; Limited English.
PM Teaching Guide.
NM Microcomputer Program; Apple II+; IIe; IIc; 48K Memory; 4 Disks; Color.
DN One of a set of five kits (Order number for set MECA1600). Cosmetology Kit Option I includes microcomputer program, manual, tools and supplies. (Order number MECA400). Option II includes microcomputer program and manual only (Order number MECA400S). Giving a Manicure, Curling Long Hair, and Giving a Facial are the subjects covered.
AV Loan 2 weeks, Demo Disk; Sale $495.00 Option I, $250.00 Option II, $55.00 Backup Disks, $79.95 for Cassette Control, $2,395.00 Set of 5 Kits (including one free cassette control).
The Conover Company, Limited.
5684 Shurbert Road, PO Box 155.
Omro, WI 54963.
(414) 685-5707.

AN 002523.
TI English II.
YR 1983.
DV Curriculum and Instructional Materials Center.
1500 West Seventh Avenue.
Stillwater, OK 74074.
Eacret, Terese; Martin, Shirley; Sharpton, James; Walker, Susan; Wolfe, Margaret S.
SM Education.
Education.
Special-Education.
Special-Education-Other.
EL 11-12.
IU Student; Teacher.
SP Disadvantaged.
PM Curriculum Guide; Teaching Guide; Reference Material; Evaluation Instrument; Bibliography; Competency-based; Criterion Referenced Evaluation; Behavioral Objectives; Field-tested/Validated; Illustrated.
FO 1000 pp.
DN This volume expands on the concepts introduced in Volume I. This two-volume concept is a practical approach for two-year programs.
AV Sale Write for current price.
Sales Secretary, Curriculum and Instructional Materials Center.
1500 West Seventh Avenue.
Stillwater, OK 74074.
(405) 377-2000 Ext 258, Toll free outside Oklahoma 800-654-4502.

AN 002989.
TI Resources in Health Careers Programs for Teachers of Disadvantaged Students.
YR 1983.
DV California State Department of Education.
721 Capitol Mall.
Sacramento, CA 95814.
Nemko, Barbara; Dutton, Eina.
SM Personal-Social-Development. Health.
Basic-Skills. Allied-Health.
Basic-Skills. Allied-Health-Other.
Basic-Skills-General. Allied-Health-Other.
EL 7-8; 9-10; 11-12.

IU Teacher; Counselor.
SP Disadvantaged; Bilingual.
PM Reference Material; Bibliography; Directory/Catalog.
FO 275 pp.
AV Loan 4 weeks.
Western Curriculum Coordination Center.
1776 University Avenue, Wist Hall 216.
Honolulu, HI 96822.
(808) 948-6496.

AN 003093.
TI Guidelines for Accommodation of Special Needs Learners in Vocational Programs.
YR 1983.
DV Department of Agricultural and Industrial Education.
Montana State University.
Bozeman, MT 59717.
Workman, Susan H.; Sager, Susan M.
SM Education.
Education.
Special-Education.
Special-Education-General.
EL 9-10; 11-12.
IU Teacher; Administrator; Teacher Educator; Counselor.
SP Disadvantaged; Handicapped; Limited English.
PM Teaching Guide; Reference Material; Individualized, self paced.
FO 93 pp.
AV Loan 4 weeks.
Northwestern CCC.
St. Martin's College.
Lacey, WA 98503.
(206) 438-4456.

AN 003145.
TI Career Awareness for the Limited English Proficient Curriculum Guide. (Township of Ocean School District).
YR 1983.
DV Township of Ocean School District, Office of Special Projects.
163 Monmouth Road.
Oakhurst, NJ 07755.
DiMattio, Susan Cole; Grant, Susan Palaia.
SM Education.
Education.
Bilingual-Bicultural-Education.
Bilingual-Bicultural-Education.
EL K-6; 7-8; 9-10; 11-12.
IU Teacher.
SP Limited English; Bilingual.
PM Curriculum Guide.
FO 125 pp.
NM Microfiche; Microfiche #NJ-93.
DN This curriculum guide includes twenty-five lesson plans designed to reinforce ESL (English as a Second Language) skills. The second section of the guide provides educators with careful evaluations for over forty different career awareness instructional materials. The third section is a detailed resource directory listing businesses, community individuals, and educational personnel who could assist in developing career awareness for the LEP (Limited English Proficient) student.
AV Loan 2-4 weeks.
Northeast Curriculum Coordination, New Jersey Vocational Education Resource Center, Rutgers University.
200 Old Matawan Road.
Old Bridge, NJ 08857.
(201) 390-1191.

AN 003153.
TI Orientation to Careers - Remedial Reading Vocabulary Modules.
YR 1983.
DV Instructional Materials Laboratory.
10 Industrial Education Building, University of Missouri.
Columbia, MO 65211.
SM Education. Personal-Social-Development.
Education. Basic-Skills.
Special-Education. Basic-Skills.
Special-Education-General. Job-Seeking-Changing-Skills.
EL 7-8.
IU Student.

SP Disadvantaged.
FO 322 pp.
NM Audiotape; 60 Min.; Cassette; Slides; 637 Frames; Color.
DN Slide-tape designed to be used with Orientation to Careers curriculum guide; introduces student to terminology use in the guides.
AV Sale Contact for price.
Director, University of Missouri.
Instructional Materials Laboratory.
Columbia, MO 65211.
[314] 882-2883.

AN 003157.
TI Hydraulics Fluid Power - Basic Hydraulics.
YR 1983.
DV Instructional Materials Laboratory.
10 Industrial Education Building, University of Missouri.
Columbia, MO 65211.
Stanberry, Richard.
SM Trade-Industrial.
Mechanics-Repairers.
Industrial-Equipment-Maintenance-Repair.
Miscellaneous-Mechanics-Repairers.
Industrial-Machinery-Maintenance-Repair.
Electromechanical-Hydraulic-Pneumatic-Instrument-Repair.
EL 11-12; 13-14.
IU Teacher.
SP Disadvantaged.
PM Teaching Guide; Bibliography; Competency-based; Behavioral Objectives; Field-tested/Validated; Illustrated.
FO 393 pp.
DN Instructor guide designed for use with secondary and post-secondary students. It contains twenty-two information and demonstration lessons to teach fundamentals of hydraulics, basic hydraulic circuits, hydraulic components, and hydraulic accessories.
AV Sale Contact for price.
Director, University of Missouri.
Instructional Materials Laboratory, University of Missouri.
Columbia, MO 65211.
[314] 882-2883.

AN 003166.
TI Grounds Maintenance.
YR 1983.
DV Instructional Materials Laboratory.
10 Industrial Education Building, University of Missouri.
Columbia, MO 65211.
Winters, Bernard.
SM Agriculture. Education.
Agribusiness-Agricultural-Production. Education.
Horticulture. Special-Education.
Horticulture-General. Special-Education-General.
EL 11-12.
IU Student; Teacher.
SP Disadvantaged; Handicapped.
PM Teaching Guide; Competency-based; Behavioral Objectives; Field-tested/Validated; Illustrated.
FO 158 pp.
DN Ten units of instruction for the special needs student. Competency-based guide covers information in: job opportunities; winter maintenance; planting and caring for shrubs and trees; and other related topics. Introductory unit contains instructor information.
AV Sale Contact for price.
Director, University of Missouri.
Instructional Materials Laboratory, University of Missouri.
Columbia, MO 65211.
[314] 882-2883.

AN 003174.
TI Learning to Verbally and Visually Communicate.
YR 1983.
DV Educationally Disadvantaged Committee, Industrial Education Inservice Project.
721 Capitol Mall.
Sacramento, CA 95814.

SM Personal-Social-Development.
Basic-Skills.
Basic-Skills.
Basic-Skills-General. Communication-Skills.
EL 7-8; 9-10; 11-12.
IU Student; Teacher.
SP Disadvantaged.
PN Teaching Guide; Learning Module.
FO 214 pp.
DN Five volumes in different fields: automotive, drafting, electronics, woodwork, and metalwork. Field test copies.
AV Loan 4 weeks.
Western Curriculum Coordination Center.
1776 University Avenue, Wist Hall 216.
Honolulu, HI 96822.
(808) 948-6496.

AN 003580.
TI Prepare Exceptional Students for Employability. Module L-12 Professional Teacher Education Module Series.
YR 1983.
DV The National Center for Research in Vocational Education.
1960 Kenny Road.
Columbus, OH 43210.
SM Education.
Education.
Teacher-Education-Specific-Subject-Areas.
Agricultural-Education. Business-Education. Health-Education.
Home-Economics-Education. Industrial-Arts-Education.
Marketing-Distributive-Education. Technical-Education.
Trade-Industrial-Education.
EL Higher Education.
IU Teacher; Teacher Educator.
SP Disadvantaged; Handicapped; Limited English.
PN Learning Module; Competency-based; Criterion Referenced Evaluation; Behavioral Objectives; Individualized, self paced; Field-tested/Validated; Illustrated.
FO 40 pp.

DN Category L: Serving Students with Special-Exceptional Needs. Includes the gifted-talented student. One of a set of over 100 modules designed for the preparation of secondary and post-secondary vocational teachers in all service areas and occupational specialties. Training and technical assistance available through the National Center for Research in Vocational Education. Contact the Program Information Office (800) 848-4815.
AV Sale $3.15.
American Association for Vocational Instructional Materials.
120 Driftmier Engineering Center, University of Georgia.
Athens, GA 30602.
(404) 542-2586.

AN 003772.
TI Occupational Home Economics Instructional Resource Guide.
YR 1983.
DV Virginia Vocational Curriculum Center.
2200 Mountain Road.
Glen Allen, VA 23060.
Walker, Hattie M.
SM Education. Home-Economics.
Education. Vocational-Home-Economics.
Special-Education.
Clothing-Apparel-Textiles-Management-Production-Services.
Food-Production-Management-Services.
Education-of-the-Culturally-Disadvantaged.
Clothing-Apparel-Textiles-Management-Production-Services-General.
Food-Production-Management-Services-General.
EL 7-8.
IU Teacher.
SP Disadvantaged.
PN Curriculum Guide; Competency-based; Task Analysis; Criterion Referenced Evaluation.
FO 373 pp.
DN Written for 7th grade disadvantaged students interested in food or clothing occupations. Food section includes nutrition, menu planning, preparation, organization, and equipment. Clothing section includes fibers and materials, patterns, construction and repair, design.

AV Sale $26.00.
Chris Cheatham, Virginia Vocational Curriculum Center.
2200 Mountain Road.
Glen Allen, VA 23060.
(804) 262-7439.

AN 003924.
TI The Instructional Handbook for Vocational Teachers of the Educationally Disadvantaged.
YR 1983.
DV Montclair State College, Department of Industrial Studies.
Valley Road.
Upper Montclair, NJ 07043.
Welencik, Vincent J.
SM Education.
Education.
Special-Education.
Remedial-Education.
EL 7-8; 9-10; 11-12.
IU Teacher; Administrator; Teacher Educator.
SP Disadvantaged.
PM Reference Material; Bibliography; Illustrated.
FO 72 pp.
DN Contents: Identification of the Educationally Disadvantaged; Evaluation and Assessment; Programming; Strategies and Techniques; and Community Resources.
AV Sale $8.00.
Northeast Network for Curriculum Coordination, New Jersey Vocational Education Resource Center, Rutgers - The State University.
200 Old Matawan Road.
Old Bridge, NJ 08857.
(201) 390-1191.

AN 003937.
TI EFE-WECEP: Education for Employment-Work Experience Cooperative Education Program: Pre-Employment.
YR 1983.
DV Virginia Vocational Curriculum Center.
2200 Mountain Road.
Glen Allen, VA 23060.
Armstrong, Flora C.
SM Personal-Social-Development.
Basic-Skills.
Basic-Skills.
Job-Seeking-Changing-Skills.
EL 7-8; 9-10; 11-12.
IU Student; Teacher.
SP Disadvantaged; Handicapped.
PM Teaching Guide; Reference Material; Textbook; Evaluation Instrument; Workbook; Game/Simulation; Competency-based; Criterion Referenced Evaluation; Behavioral Objectives; Illustrated.
FO 590 pp.
DN As the second in a series of six manuals, this manual provides teachers of the handicapped and disadvantaged with pre-employment skill instructional materials. The manual includes instructional content, specific suggested teaching strategies, materials for audiovisual use, and student worksheets and keys.
AV Sale Contact for price.
Virginia Vocational Curriculum Center.
2200 Mountain Road.
Glen Allen, VA 23060.
(804) 262-7439.

AN 003989.
TI Building Maintenance - Vocational Preparation Curriculum.
YR 1983.
DV Instructional Materials Laboratory, University of Missouri.
10 Industrial Education Building.
Columbia, MO 65211.
SM Trade-Industrial.
Construction-Trades.
Miscellaneous-Construction-Trades.
Building-Maintenance.
EL 9-10; 11-12; 13-14.
IU Student; Teacher.
SP Disadvantaged; Handicapped; Limited English.
PM Curriculum Guide; Teaching Guide; Learning Module; Competency-based; Criterion Referenced Evaluation; Behavioral Objectives;

Individualized, self paced; Programmed Instruction; Field-tested/Validated; Illustrated.
FO 200 pp.
DN Student oriented, pre-vocational curriculum for special needs students in a secondary-post-secondary learning situation. Ten units cover simple procedures in safety, plumbing, electrical wiring, custodial practices, painting, heating and cooling systems and others.
AV Sale Contact for price.
Director, Instructional Materials Laboratory, University of Missouri.
10 Industrial Education Building.
Columbia, MO 65211.
(314) 882-2883.

AN 004091.
TI Modified Cooperative Occupational Education.
YR 1983.
DV Instructional Materials Laboratory, University of Missouri.
10 Industrial Education Building.
Columbia, MO 65211.
SM Personal-Social-Development.
Basic-Skills.
Basic-Skills.
Job-Seeking-Changing-Skills.
EL 9-10; 11-12; 13-14.
IU Student; Teacher.
SP Disadvantaged; Handicapped; Limited English.
PM Curriculum Guide; Teaching Guide; Learning Module; Bibliography; Competency-based; Criterion Referenced Evaluation; Behavioral Objectives; Individualized, self paced; Programmed Instruction; Field-tested/Validated; Illustrated.
FO 500 pp.
DN Instructor oriented curriculum designed to help special needs students to get and keep a job. These job survival skills are stated in simple, competency-based, student objectives at the beginning of each unit. Includes complete student materials. Contains 20 units.
AV Sale Contact for price.
Director, Instructional Materials Laboratory, University of Missouri.
10 Industrial Education Building.
Columbia, MO 65211.
(314) 882-2883.

AN 004102.
TI I'm Not Going to Take it Anymore! Self Defense for the Consumer: Consumer Outreach Series.
YR 1984.
DV Northern Arizona University, Consumer Outreach, Arizona Center for Vocational Education.
Box 6025.
Flagstaff, AZ 86011.
Prickett, Charlotte.
SM Home-Economics.
Vocational-Home-Economics.
Consumer-Homemaking-Home-Economics.
Consumer-Education.
EL Adult.
IU Student; Teacher.
SP Disadvantaged; Limited English; Bilingual.
PM Curriculum Guide; Teaching Guide; Reference Material; Learning Module; Competency-based; Illustrated.
FO 31 pp.
DN Teacher's guide and Student activities to provide basic information on recognizing and avoiding fraudulent schemes as well as skills in handling consumer complaints. One of a series of six.
AV Loan 4 weeks.
Western Curriculum Co-Ordination Center.
1776 University Avenue West 216.
Honolulu, HI 96822.
(808) 948-6496.

AN 004118.
TI Exemplary Prevocational Programs for the Handicapped in Mississippi: Geriatrics.
YR 1984.
DV Research and Curriculum Unit.
PO Drawer DX.

Mississippi State, MS 39762.
Chandler, David.
SM Health.
Health-Sciences.
Medicine.
Geriatrics.
EL 9-10; 11-12.
IU Teacher.
SP Handicapped.
PM Teaching Guide; Learning Module; Task Analysis; Behavioral Objectives; Individualized, self paced.
FO 116 pp.
AV Loan 2 weeks.
Librarian, Southeast Curriculum Coordination Network.
PO Drawer DX.
Mississippi State, MS 39762.
(601) 325-2510.

AN 004167.
TI Filling Out Job Applications.
YR 1982.
SM Personal-Social-Development.
Basic-Skills.
Basic-Skills.
Job-Seeking-Changing-Skills.
EL 9-10; 11-12; Adult.
IU Student.
SP Regular; Disadvantaged; Handicapped; Limited English.
PM Teaching Guide; Workbook.
NM Microcomputer Program; Apple II; II+; IIe.
DN Program leads students step-by-step through specific parts of a job application. Students learn what they need to know to fill out applications correctly. Sixth grade reading level. Order number MCE 88 B.
AV Sale $44.95.
American Micro Media.
PO Box 306.
Red Hook, NY 12571.
(914) 758-5567.

AN 004219.
TI Money Management Assessment. Computer Programs for Basic Skills.
YR 1983.
SM Personal-Social-Development.
Basic-Skills.
Basic-Skills.
Computational-Skills.
EL 9-10; 11-12.
IU Student.
SP Regular; Disadvantaged; Handicapped.
NM Microcomputer Program; Apple II; IIe; 4 Disks; 5 1/4 Inch Size.
DN Mathematical skills needed to manage money. One of a series of four microcomputer programs for the secondary special needs student. Utilizes controlled branching based on the student's input; incorrect responses prompt the display of text in progressively easier-to-understand language and will increase the use of graphics to reinforce the basic concept. Order number MY10. Complete set order number MYCP.
AV Sale $165.00; $749.99 Set of Four.
Career Aids, Incorporated.
20417 Nordhoff Street, Department K65.
Chatsworth, CA 91311.
(818) 341-8200.

AN 004314.
TI English for the World of Work.
YR 1984.
DV Media Materials, Inc.
2936 Remington Avenue.
Baltimore, MD 21211-2891.
SM Personal-Social-Development.
Basic-Skills.
Basic-Skills.
Communication-Skills.
EL 7-8; 9-10; 11-12; Adult.
IU Student; Teacher.
SP Regular; Disadvantaged.
PM Teaching Guide; Textbook; Workbook.

NM Microcomputer Program; Apple II; II+; IIe; TRS-80 III; 4; 32K Memory; 2 Disks; 5 1/4 Inch Size.
DN This program develops communications skills that are essential for obtaining a job, keeping a job, and being prepared for promotions. Each package includes 32 Blackline Masters. Other supplemental materials are: Textbook, Order number 10080; Teacher Guide, Order number 10081; Answer Key, Order number 10083; Workbook, Order number 10082. For Apple package, Order number 10085 AD; for TRS-80 package, Order number 10085 TD.
AV Sale $69.95; $12.95 Textbook; $9.95 Teacher Guide; $3.95 Workbook; $1.00 Answer Key.
Media Materials, Incorporated.
2936 Remington Avenue.
Baltimore, MD 21211-2891.
(800) 638-1010 or in Maryland call collect (301) 235-1700.

AN 004322.
TI On the Road with Basic Math Skills. Lifeskill Mathematics I.
YR 1983.
DV Media Materials, Inc.
2936 Remington Avenue.
Baltimore, MD 21211-2891.
Edwards, Paul M.; Engelmeyer, William.
SM Mathematics. Personal-Social-Development. Home-Economics. Mathematics. Basic-Skills. Vocational. Home-Economics. Mathematics-General. Basic-Skills-General. Consumer-Homemaking-Home-Economics. Mathematics-General. Computational-Skills. Consumer-Education.
EL 7-8; 9-10; 11-12; Adult.
IU Student; Teacher.
SP Regular; Disadvantaged; Handicapped.
PM Teaching Guide.
FO 36 pp.
NM Microcomputer Program; Apple II; TRS-80 III; B&W; 32K Memory; 1 Disk; 5 1/4 Inch Size.
DN Diskette menu is: Computing Distance, Cost per Mile, Miles per Gallon-Kilometers per Gallon, Travel Time. One of six in the Lifeskill Mathematics I Series which includes paractical exercises that develop those skills which are essential to living in the modern world. Order number 7151AD Apple II, 7150AD Series of 6; 7151TD TRS-80, 7150TD Series of 6.
AV Sale $39.95; $239.70 Series of Six.
Media Materials, Incorporated.
2936 Remington Avenue.
Baltimore, MD 21211-2891.
(800) 638-1010 or in Maryland call collect (301) 235-1700.

AN 004330.
TI Understanding Labels. Lifeskill Reading III.
YR 1983.
DV Media Materials, Inc.
2936 Remington Avenue.
Baltimore, MD 21211-2891.
SM Personal-Social-Development. Home-Economics. Basic-Skills. Vocational-Home-Economics. Basic-Skills. Consumer-Homemaking-Home-Economics. Basic-Skills-General. Consumer-Education.
EL 7-8; 9-10; 11-12; Adult.
IU Student; Teacher.
SP Regular; Disadvantaged; Handicapped.
PM Teaching Guide; Workbook.
FO 24 pp.
NM Microcomputer Program; Apple II; TRS-80 III; 4; 32K Memory; 1 Disk; 5 1/4 Inch Size.
DN Diskette Menu is: Important Label Information, Unit and Label Prices, Nutritional Information. One of four programe in the Lifeskill Reading III Series. Order number 7132 AD for Apple; 7132 TD for TRS-80. Order number 7130 AD for Complete Set-Apple; Order 7130 TD for Complete Set-TRS-80.
AV Sale $39.95; $159.80 Complete Set.
Media Materials, Incorporated.
2936 Remington Avenue.
Baltimore, MD 21211-2891.
(800) 638-1010 or in Maryland call collect (301) 235-1700.

AN 004335.
TI Profit Is It. Business Basics Series.
YR 1984.

DV Media Materials, Inc.
2936 Remington Avenue.
Baltimore, MD 21211.
Higgins, John Jr.; Higgins, John Sr.; Schultheis, Patricia; Schultheis, William; Edwards, Paul.
SM Business.
Business-Management. Marketing-Distribution.
Business-Management-General. General-Marketing.
Business-Management-General.
EL 7-8; 9-10; 11-12.
IU Student; Teacher.
SP Regular; Disadvantaged.
PM Teaching Guide.
NM Microcomputer Program; Apple II; II+; IIe; TRS-80 III; 4; 32K Memory; 2 Disks; 5 1/4 Inch Size.
DN One of five in the Business Basics Series. Includes: What profit is; how businesses decide what to charge; profit and loss as it relates to expenses; difference between net and gross profit. Storage box included. Easy reading level (grades 2-4). Order Number 5635; Order number 5634 AD for Apple Series; 5634 TD for TRS-80 Series.
AV Sale $79.95; $399.95 for Series.
Hampden Publications, Incorporated Department 857003.
PO Box 4873.
Baltimore, MD 21211-0873.
(800) 638-1010 or in Maryland, (301) 235-1700.

AN 004386.
TI Keyboarding.
YR 1983.
DV School Board of Broward County, Manpower Training Center.
Fort Lauderdale, FL.
Dowis, Anne.
SM Business.
Business-Office.
Typing-General-Office-Related-Programs.
Typing.
EL 7-8; 9-10; 11-12; 13-14; Adult.
IU Student.

SP Regular; Disadvantaged.
NM Microcomputer Program; Apple; TRS-80.
DN This program is a series of twenty lessons which presents a systematic and progressive approach to learning the keyboard. The system uses an alphabetical approach which has proven especially beneficial with slow or disadvantaged students. Order number CP-22000 for 5 Cassettes; number DK-22000 for 4 Diskettes with back-ups.
AV Sale $119.00 Cassettes; $149.00 Diskettes with Back-ups.
Educational Activities, Incorporated.
PO Box 392.
Freeport, NY 11520.
(800) 645-3739.

AN 004399.
TI Microtype: The Wonderful World of PAWS.
YR 1985.
DV Edusystems, Incorporated.
SM Business.
Business-Office.
Typing-General-Office-Related-Programs.
Typing.
EL K-6; 7-8; 9-10.
IU Student.
SP Regular; Disadvantaged.
NM Microcomputer Program; Apple II+; IIe; Commodore 64; 48K Memory; 2 Disks; 5 1/4 Inch Size; Color.
DN These diskettes cover 18 lessons, each of which takes 15-20 minutes to complete. The reading level is for grades 3-6. PAWS the cat gives, prompts, and reinforces messages. Color graphics are used to aid learning. Order number Z307-3 for Apple, Z309-6 for Commodore.
AV Sale Contact South-Western for price.
South-Western Publishing Company.
5101 Madison Road.
Cincinnati, OH 45227.
(800) 543-7672.

AN 004490.
TI Activities for VESL Vocabulary Cards: Auto Mechanics.

YR 1984.
DV Mesa Community College.
Mesa, AZ 85202.
SM Trade-Industrial. Personal-Social-Development.
Mechanics-Repairers. Basic-Skills.
Vehicle-Mobile-Equipment-Mechanics-Repairers. Basic-Skills.
Automotive-Mechanics. Communication-Skills.
EL 9-10; 11-12; 13-14.
IU Teacher.
SP Disadvantaged; Limited English; Bilingual.
PM Teaching Guide.
FO 50 pp.
DN VESL activity guide designed to teach terms to the Limited English Proficient (LEP).
AV Loan 4 weeks.
Western Curriculum Coordination Center.
1776 University Avenue Wiet 216.
Honolulu, HI 96822.
(808) 948-6496.

AN 004585.
TI Foods: Measuring Techniques.
YR 1984.
DV Orange Juice Software Systems.
338 South Arch Avenue.
New Richmond, WI 54017.
SM Home-Economics.
Vocational-Home-Economics.
Consumer-Homemaking-Home-Economics.
Food-Nutrition.
EL 7-8; 9-10; 11-12; 13-14; Adult.
IU Student; Teacher.
SP Regular; Disadvantaged.
PM Evaluation Instrument; Workbook.
NM Microcomputer Program; Apple II; IIe; IIc; 48K Memory; 3.3 DOS; 2 Disks; 5 1/4 Inch Size; Color.
DN This program contains an examination of the characteristics of food measuring utensils and animated step-by-step demonstrations of the proper measuring techniques for liquid and dry ingredients. Special measuring tips and techniques needed for a variety of food items is also included. The unit is completed by investigating the abbreviations for food measurement units and equivalent measurements through interactive exercises and two multilevel game study aids. Order HE3080.
AV Sale $95.00, $110.00 with Back-up.
Orange Juice Software Systems.
338 South Arch Avenue.
New Richmond, WI 54017.
(715) 246-3588.

AN 004599.
TI Hand Drills and Pliers. Tool Technology Series.
YR 1985.
DV MIND.
5845 Gardner Highway.
Alexandria, LA 71303.
SM Trade-Industrial. Industrial-Arts.
Construction-Trades. Mechanics-Repairers. Precision-Production.
EL 9-10; 11-12; Adult.
IU Student; Teacher.
SP Regular; Disadvantaged; Handicapped.
NM Microcomputer Program; Apple II; IIe; IIc; II+; 1 Disk; 5 1/4 Inch Size.
DN Information is obtained regrding skills in use, care, and knowledge of these particular tools in the work world. A printout assessment is included at the end. Order STTTT4A; STTTTCA for Series.
AV Sale $59.95; $479.60 Series.
Southwest Tele-Computer Corporation.
5845 Gardner Highway.
Alexandria, LA 71303.
(318) 445-2572.

AN 004621.
TI Words of Cabinetmaking. Computer Words at Work-Carpentry.
YR 1984.
DV MIND.
5845 Gardner Highway.
Alexandria, LA 71303.

SM Trade-Industrial. Industrial-Arts. Personal-Social-Development.
Construction-Trades. Precision-Production. Industrial-Arts.
Basic-Skills.
Carpentry. Woodworking. Industrial-Arts. Basic-Skills.
Carpentry. Millwork-Cabinetmaking. Construction.
Communication-Skills.
EL 9-10; 11-12; 13-14; Adult.
IU Student; Teacher.
SP Regular; Disadvantaged.
NM Microcomputer Program; Apple II; II+; IIe; IIc.
DN One of five programs in the Computer Words at Work-Carpentry Series. Includes four lessons which teach the vocabulary related to cabinetmaking and stair construction. Order MW 19-5.
AV Sale $200.00.
Southwest Tele-Computer Corporation.
5845 Gardner Highway.
Alexandria, LA 71303.
(318) 445-2572.

AN 004625.
TI Introduction to General Terms of Work. Computer Words at Work-General Terms.
YR 1984.
DV MIND.
5845 Gardner Highway.
Alexandria, LA 71303.
SM Personal-Social-Development.
Basic-Skills.
Basic-Skills.
Communication-Skills. Job-Seeking-Changing-Skills.
EL 9-10; 11-12; 13-14; Adult.
IU Student; Teacher.
SP Regular; Disadvantaged.
NM Microcomputer Program; Apple II; II+; IIe; IIc.
DN One of two programs in the Computer Words at Work-General Terms Series. Includes four lessons which teach the vocabulary related to general terms of work. Order MW 92-13.
AV Sale $200.00.
Southwest Tele-Computer Corporation.
5845 Gardner Highway.
Alexandria, LA 71303.
(318) 445-2572.

AN 004675.
TI Nursing Cluster, Module One: Digestion.
YR 1984.
DV Board of Cooperative Educational Services.
PO Box 488 County Route Number 64.
Mexico, NY 13114.
SM Health.
Allied-Health.
Nursing-Related-Services.
EL 11-12; 13-14; Adult.
IU Student; Teacher.
SP Regular; Disadvantaged; Handicapped; Limited English.
PM Teaching Guide.
NM Microcomputer Program; Apple II; II+; IIe; IIc; 3 Disks; 5 1/4 Inch Size; IBM PC; 3 Disks; 5 1/4 Inch Size.
DN Includes Parts I-III, Digestion.
AV Sale $147.00.
Southwest Tele-Computer Corporation.
5845 Gardner Highway.
Alexandria, LA 71303.
(318) 445-2572.

AN 004677.
TI Retailing Cluster, Module One: Retailing.
YR 1984.
DV Board of Cooperative Educational Services.
PO Box 488 County Route Number 64.
Mexico, NY 13114.
SM Business.
Marketing-Distribution.
General-Marketing.
Retailing.
EL 11-12; 13-14; Adult.
IU Student; Teacher.
SP Regular; Disadvantaged; Handicapped; Limited English.

PM Teaching Guide.
NM Microcomputer Program; Apple II; II+; IIe; IIc; 1 Disk; 5 1/4 Inch Size; IBM PC; 1 Disk; 5 1/4 Inch Size.
DN Includes: Store Receiving Report.
AV Sale $49.00.
Southwest Tele-Computer Corporation.
5845 Gardner Highway.
Alexandria, LA 71303.
(318) 445-2572.

AN 004684.
TI Metal Trades Cluster, Module Five: Blueprint Reading-Welding-Structurals.
YR 1984.
DV Board of Cooperative Educational Services.
PO Box 488 County Route Number 64.
Mexico, NY 13114.
SH Trade-Industrial.
Precision-Production.
Precision-Metal-Work.
Welding-Brazing-Soldering.
EL 11-12; 13-14; Adult.
IU Student; Teacher.
SP Regular; Disadvantaged; Handicapped; Limited English.
PM Teaching Guide.
NM Microcomputer Program; Apple II; II+; IIe; IIc; 5 Disks; 5 1/4 Inch Size; IBM PC; 5 Disks; 5 1/4 Inch Size.
DN One of five modules in the Metal Trades Cluster. Includes: Structural Shapes, Gauge Designation, Flat Stock, Bar Stock, and Parts I and II Structurals.
AV Sale $245.00.
Southwest Tele-Computer Corporation.
5845 Gardner Highway.
Alexandria, LA 71303.
(318) 445-2572.

AN 004685.
TI Welding Cluster, Module One: Welding Processes.
YR 1984.

DV Board of Cooperative Educational Services.
PO Box 488 County Route Number 64.
Mexico, NY 13114.
SH Trade-Industrial.
Precision-Production.
Precision-Metal-Work.
Welding-Brazing-Soldering.
EL 11-12; 13-14; Adult.
IU Student; Teacher.
SP Regular; Disadvantaged; Handicapped; Limited English.
PM Teaching Guide.
NM Microcomputer Program; Apple II; II+; IIe; IIc; 8 Disks; 5 1/4 Inch Size; IBM PC; 8 Disks; 5 1/4 Inch Size.
DN Includes: Fusion and Oxy Fuel Gas Welding Principles, Properties of Industrial Gases, Industrial Gas Cylinders, Regulators, Tip Selection and Oxy-Acetylene Safety and Calculation Kart, Oxy-Fuel Gas Cutting, Oxy-Fuel Gas Cutting Tip Selection, and Oxy-Fuel Gas Cutting Review Questions.
AV Sale $392.00.
Southwest Tele-Computer Corporation.
5845 Gardner Highway.
Alexandria, LA 71303.
(318) 445-2572.

AN 004721.
TI 101 Picture Recipes.
YR 1983.
DV Association for Retarded Citizens-Ottawa County.
246 South River.
Holland, MI 49423.
Redmond, Rose.
SH Home-Economics.
Vocational-Home-Economics.
Consumer-Homemaking-Home-Economics.
Food-Nutrition.
EL 7-8; 9-10; 11-12; Adult.
IU Student.
SP Disadvantaged; Handicapped; Limited English.
PM Teaching Guide.

DN Developed by a special education teacher, this cookbook is for people who cannot read or comprehend regular cooking instructions. Nine sections of various kinds of dishes are color-coded, and large line drawings replace written directions.
AV Sale $22.50 + $3.00 shipping and handling charge; $9.00 teacher manual.
Association for Retarded Citizens-Ottawa County.
246 South River.
Holland, MI 49423.

AN 004899.
TI Assist Students in Achieving Basic Reading Skills. Module M-1. Professional Teacher Education Module Series.
YR 1985
DV National Center for Research in Vocational Education.
1960 Kenny Road.
Columbus, OH 43210-1090.
SH Education.
Education.
Teacher-Education-Specific-Subject-Areas.
Agricultural-Education. Business-Education. Health-Education. Home-Economics-Education. Industrial-Arts-Education. Marketing-Distributive-Education. Technical-Education. Trade-Industrial-Education.
EL Higher Education.
IU Teacher; Teacher Educator.
SP Disadvantaged; Handicapped; Limited English.
PN Learning Module; Competency-based; Criterion Referenced Evaluation; Behavioral Objectives; Individualized, self paced; Field-tested/Validated; Illustrated.
FO 48 pp.
DN Category M: Assisting Students in Improving Their Basic Skills. One of a set of over 100 modules designed for the preparation of secondary and postsecondary vocational teachers in all service areas and occupational specialties. Training and technical assistance available through the National Center for Research in Vocational Education. Contact the Program Information Office (800) 848-4815.
AV Sale $3.65.
American Association for Vocational Instructional Materials, Engineering Center - University of Georgia.
Athens, GA 30602.
(404) 542-2586.

AN 005147.
TI Bilingual Vocational Staff Development Resources - A Selected Bibliography.
YR 1984.
DV Bilingual Vocational Education Project.
500 S. Dwyer Avenue.
Arlington Heights, IL 60005.
Friedenberg, Joan; Lopez-Valadez, Jeanne.
SH Education.
Education.
Bilingual-Bicultural-Education.
Bilingual-Bicultural-Education.
EL Higher Education.
IU Teacher; Administrator; Teacher Educator.
SP Limited English; Bilingual.
PN Reference Material.
FO 21 pp.
DN Provides teacher educators and administrators with resources to plan and implement pre and inservice training for instructors serving LEP vocational students.
AV Loan 4 weeks.
East Central Network.
Sangamon State University, E-22.
Springfield, IL 62708.
(217) 786-6375.

AN 005240.
TI Basic View Exploration Handbook.
YR 1983.
DV Instructional Materials Laboratory, University of Missouri.
10 Industrial Education Building.
Columbia, MO 65211.
Grogan, James H.
SH Personal-Social-Development.
Personal-Awareness.

Personal-Awareness.
Values-Attitudes-Beliefs.
EL 7-8; 9-10.
IU Student.
SP Disadvantaged; Handicapped; Limited English.
PN Workbook; Illustrated.
FO 44 pp.
DN For students with limited reading ability (third grade reading level), guide is for examining self and relating these findings to the world of work. CE-21-S.
AV Sale Contact for Price.
Director, Instructional Materials Laboratory, University of Missouri.
10 Industrial Education Building.
Columbia, MO 65211.
(314) 882-2883.

AN 005253.
TI Contemporary Parenting Choices: Materials for Mainstreamed Classrooms.
YR 1983.
DV Iowa State University, College of Home Economics, Home Economics Education Department.
MacKay Hall.
Ames, IA 50011.
Schultz, Jeralyn.
SN Home-Economics. Personal-Social-Development. Education.
Vocational-Home-Economics. Interpersonal-Skills. Education.
Consumer-Homemaking-Home-Economics. Interpersonal-Skills.
Special-Education.
Family-Living-Parenthood. Building-Human-Relationships.
Special-Education-General.
EL 9-10; 11-12.
IU Teacher.
SP Disadvantaged; Handicapped.
PN Curriculum Guide; Competency-based; Behavioral Objectives.
FO 426 pp.
DN Curriculum Guide for teaching mentally handicapped or disabled individuals who have been integrated into Mainstreamed Classrooms about the complex interpersonal relationships including marriage and parenthood.
AV Sale Contact for Price.
Iowa State University Press ATTN: Marketing Department.
2121 South State Avenue.
Ames, IA 50010.
(515) 294-5280.

AN 005347.
TI Help Ethnic Minorities with Career Guidance. Module CG C-15.
Competency-Based Career Guidance Modules.
YR 1985.
DV The National Center For Research in Vocational Education,
The Ohio State University.
1960 Kenny Road.
Columbus, OH 43210-1090.
SN Education.
Education.
Student-Counseling-Personnel-Services.
Student-Counseling-Personnel-Services.
EL Higher Education.
IU Teacher; Teacher Educator; Counselor.
SP Disadvantaged; Limited English; Bilingual.
PN Curriculum Guide; Evaluation Instrument; Learning Module; Bibliography; Competency-based; Criterion Referenced Evaluation; Individualized, self paced; Field-tested/Validated.
FO 68 pp.
DN One of 34 in the Competency-Based Career Guidance Module Collection. Category C: Implementing. After completing this module, career guidance personnel will be able to identify and make more appropriate use of: attitudes toward ethnic minorities, the effects of stereotyping them, action-oriented behaviors for improving relations with them, career guidance materials specially designed for use by them, and helpful sending and receiving messages for communicating with them. Designed to assist present and prospective career guidance personnel from various settings in secondary, post-secondary, and adult institutions.
AV Sale $7.95; $140.00 for Category C (18 Modules); $245.00 for Module Collection; Volume discounts are available.

Bell & Howell Company, Publication Products.
Old Mansfield Road.
Wooster, OH 44691-8050.
(800) 321-8881; In Ohio (216) 264-6666.

AN 005469.
TI Teaching Disadvantaged Students in Vocational Education.
YR 1985.
DV University of Maryland, Industrial, Technological and Occupational Education Department.
J. M. Patterson Building.
College Park, MD 20742.
Gemmil, Perry R.; Kiss, Mary Ellen.
SN Education.
Education.
Special-Education.
Special-Education-General.
EL Higher Education.
IU Teacher; Administrator; Teacher Educator.
SP Disadvantaged.
PM Learning Module; Workbook; Competency-based.
FO 41 pp.
DN A Set of Six booklets.
AV Sale $4.50.
Maryland Vocational Curriculum Research and Development Center.
J. M. Patterson Building, University of Maryland.
College Park, MD 20742.
(301) 454-2260.

AN 005526.
TI The Hindu-Arabic Numeral System. Better Learning Systems Career Arithmetic Series.
YR 1984.
SN Mathematics. Personal-Social-Development.
Mathematics. Basic-Skills.
Applied-Mathematics. Basic-Skills.
Applied-Mathematics. Computational-Skills.
EL 7-8; 9-10; 11-12; Adult.
IU Student; Teacher.
SP Regular; Disadvantaged; Limited English.
PM Teaching Guide.
NM Microcomputer Program; Apple II; IIe; Applesoft Language; 48K Memory; 1 Disk; 5 1/4 Inch Size; TRS-80; III; 32K Memory; 1 Disk; 5 1/4 Inch Size.
DN This is the first of two lessons in the Tutorprogram "Understanding Whole Numbers." Three tutorprograms make up the Tutorcourse "Whole Numbers: A Review Course-Addition". Seven tutorcourses make up the Career Arithmetic Series. The programs in this series were designed for instruction or review in vocational and trade schools, as preparation for college entrance exams, in college remedial classes and adult education courses, and to fulfill job-training requirements in industry, the military, and government. Each lesson ends with a summary and a test. Order 676-26393-3, 676-26366-6 for Tutorprogram; 676-26336-4 for Tutorcourse.
AV Sale $60.00; $108.00 for Tutorprogram (2 lessons); $561.00 for Tutorcourse (11 lessons).
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400 Hahn Road.
Westminster, MD 21157.
(800) 638-6460; In Maryland (800) 492-0782; In Alaska or Hawaii call collect (301) 848-1900.

AN 005713.
TI Winter Clothing.
YR 1985.
DV Utah State University Extension Services Refugee Programs.
Utah State University.
Logan, UT 84322-2848.
Seethaler, Tuyet.
SN Home-Economics.
Vocational-Home-Economics.
Consumer-Homemaking-Home-Economics.
Clothing-Textiles.
EL Adult.
IU Student; Teacher; Counselor.
SP Limited English; Bilingual.
PM Illustrated.
FO 10 pp.

DN This material is available in Cambodian-English, Vietnamese-English, and English. A survival guide for the Indochinese people in Utah. Pertains to any cold climate. Developed for the use of Indochinese refugees who are adjusting to life in the United States.
AV Sale Cost recovery.
Tuyet Seethaler, Refugee Programs Director.
Utah State University.
Logan, UT 84322-2949.
(801) 750-1521.

AN 005716.
TI Container Gardening.
YR 1985.
DV Utah State University Extension Services Refugee Programs.
Utah State University.
Logan, UT 84322-2949.
Seethaler, Tuyet.
SM Home-Economics. Agriculture.
Vocational-Home-Economics.
Consumer-Homemaking-Home-Economics.
Food-Nutrition.
EL Adult.
IU Student; Teacher; Counselor.
SP Limited English; Bilingual.
PN Illustrated.
FO 8 pp.
DN This material is available in English-Cambodian and English.
Planting Oriental vegetables and plants in containers. What size containers to use, timing, transplants, fertilizers, pest control, etc. Developed for the use of Indochinese refugees who are adapting to life in the United States.
AV Sale Cost recovery.
Tuyet Seethaler, Refugee Programs Director.
Utah State University.
Logan, UT 84322-2949.
(801) 750-1521.

AN 006259
TI Career Planning Systems - CPS
YR 1983
DV National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus,OH 43210-1090
SM Personal. Social Development
Basic Skills
Basic Skills
Job Seeking - Changing Skills
EL 9-10; 11-12; Adult
IU Student; Teacher; Counselor
SP Regular; Disadvantaged; Handicapped
PN Administrative Manual; Workbook
NP Computer: Apple II+; IIe; IIc; Atari 800,800XL, Atari Basic.
DN This is a highly structured, closely integrated microcomputer instructional package that provides a variety of career exploration experiences and addresses the occupational and educational needs of special needs and at risk students. CPS is designed to actively involve students in planning their own career-related studies and is written at the third grade reading level. CPS is written in two formats and two versions: Format I for regular education, Format II for special education, Version 100 contains 45 disks (including a data management disk) and customization, 12 students manuals and one administration manual; Version 101 contains 18 disks, six student manuals, and an administration manual. The system required two disk drives, and a printer is optional.
AV Sale $1,495 for large version; $495.00 for short version
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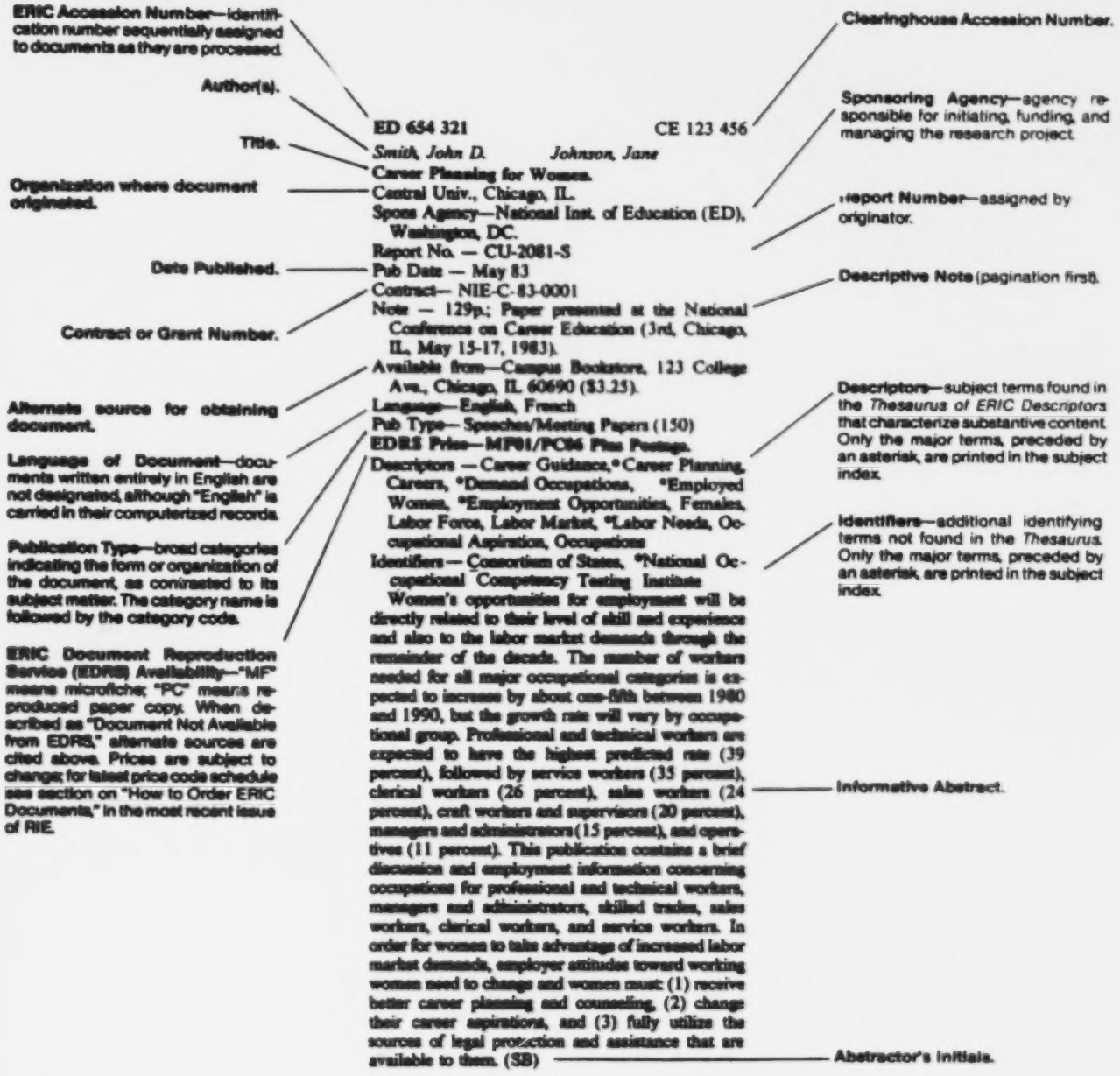
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ED 654 321
CE 123 456
Smith, John D.
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Central Univ., Chicago, IL.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No. — CU-2081-S
Pub Date — May 83
Contract— NIE-C-83-0001
Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).
Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).
Language—English, French
Pub Type—Speeches/Meeting Papers (150)
EDRS Price—MF01/PC06 Plus Postage.
Descriptors—Career Guidance,*Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations
Identifiers—Consortium of States, *National Occupational Competency Testing Institute
Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)
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AN 005346.

TI Enhance Understanding of Individuals with Disabilities. Module CG C-14. Competency-Based Career Guidance Modules.

YR 1985.

SA U.S. Department of Education, Office of Vocational and Adult Education. Washington, DC

DV The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210-1090.

SM Education. Education. Student-Counseling-Personnel Services. Student-Counseling-Personnel-Services.

EL Higher Education.

IU Teacher; Teacher Educator; Counselor.

SP Handicapped.

PM Curriculum Guide; Evaluation Instrument; Learning Module; Bibliography; Competency-based; Criterion Referenced Evaluation; Individualized, self paced; Field-tested/Validated.

FO 72 pp.

DN One of 34 in the Competency-Based Career Guidance Module Collection. Category C: Implementing. After completing this module, career guidance personnel will be able to identify typical attitudes, negative assumptions, and other barriers faced by persons with disabilities, describe the adjustment process experienced by persons who become disabled, and describe several communication strategies that could be useful in meeting the needs of persons with disabilities. Designed to assist present and prospective career guidance personnel from various settings in secondary, post-secondary, and adult institutions.

CI Copyright 1985 by the National Center for Research in Vocational Education, The Ohio State University.

AV Sale $6.95; $140.00 for Category C (19 Modules); $245.00 for Module Collection; Volume discounts are available. Bell & Howell Company, Publication Products, Old Mansfield Road, Wooster, OH 44691-9050. (800) 321-9881; In Ohio (216) 264-6666.

AA Training and technical assistance available through the National Center for Research in Vocational Education, (800) 848-4815, in Ohio (614) 486-3655.

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